

جمهورية مصر العربية
وزارة التربية والتعليم الفني
الإدارة المركزية لشئون الكتب

Revised Edition

Hello!

English for Secondary Schools

Year Three
Student's Book
Simon Haines

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Unit	Title	Grammar	Listening	Reading
Unit 1	Writers and stories	Past simple, past continuous and past perfect	An interview with a writer	An article about the writer Yehia Haqqi
Unit 2	Abdel-Tawab Youssef: <i>My Father, An Egyptian Teacher</i>	Present perfect	A talk about the writer Abdel-Tawab Youssef	Part of <i>My Father, An Egyptian Teacher</i>
Unit 3	The future of books	Future forms and tenses	A discussion about ways to read books	An article about the history of paper
Revision A	Revision A	Revision	Part of <i>My Father, An Egyptian Teacher</i>	The history of libraries; using information online
Unit 4	Women in history	Relative clauses	A talk about Dr Aisha Abd El-Rahman	Two texts about famous women
Unit 5	Emily Dickinson: "If I can stop"	Distributives: <i>all, both, half, each, every, either, neither</i>	A talk about the poet Emily Dickinson	Emily Dickinson's poem "If I can stop"
Unit 6	Work-life balance	<i>so / such ... that; enough / too ... to</i>	Descriptions of types of freelance work	A text about balancing work and home life
Revision B	Revision B	Revision	A job interview	An article about Dr Karimat El-Sayed; a text about values and morals
Unit 7	Reach for the stars	Passive forms: present, future and infinitive	A radio interview with an astronaut	An article about space holidays
Unit 8	Arthur C. Clarke: <i>2001: A Space Odyssey</i>	Past passive and present perfect passive forms	A talk about the science fiction writer Arthur C. Clarke	A summary of part of <i>2001: A Space Odyssey</i>
Unit 9	Science and scientists	Causative: <i>have</i> and <i>get</i>	A talk about mobile phone signals	A description of an experiment
Revision C	Revision C	Revision	An interview with a space scientist	A text about modern technology in cars; a text about medical robots
Unit 10	Finding work	Reported statements	A job interview	A CV
Unit 11	Sir Cecil Spring-Rice: "Day"	Reported questions	A talk about the poet Sir Cecil Spring-Rice	Sir Cecil Spring-Rice's poem "Day"
Unit 12	Lifelong skills	Reported imperatives, suggestions and advice	Three people talking about education	A text about lifelong learning
Revision D	Revision D	Revision	A talk about people who work for an international company	A text about distance learning; the Industrial Revolution in England
Unit 13	Festivals and folk music	<i>-ing</i> forms or the infinitive	Three people talking about festivals	A text about folk music
Unit 14	Madeleine L'Engle: <i>A Wrinkle in Time</i>	Modal verbs of necessity, prohibition and lack of necessity	A discussion about the writer Madeleine L'Engle	A summary of Madeleine L'Engle's <i>A Wrinkle in Time</i>
Unit 15	Building and engineering	Modal verbs of deduction, advice and regret	A conversation about the Cairo metro	A text about great works of engineering
Revision E	Revision E	Revision	Two people talking about buildings	A text about the history of the bagpipes; a text about international treaties
Unit 16	The importance of trees	Conditional forms	A radio programme about trees	A text about the importance of trees
Unit 17	John Steinbeck: <i>The Pearl</i>	Sentences with <i>wish</i>	A talk about the writer John Steinbeck	A summary of John Steinbeck's <i>The Pearl</i>
Unit 18	The power of nature	Alternatives to using <i>if</i>	A professor talking to his students	A text about unusual weather
Revision F	Revision F	Revision	A talk about forests around the world	A text about sandstorms; a text about plastic pollution

Critical thinking / Values	Speaking	Functions	Writing
Understanding the importance of literature and education	Talking about jobs and experiences	Expressing opinions	A summary
Understanding the importance of teaching	Talking about problems	Asking for and giving advice	An email giving advice
Understanding the importance of developments in publishing	Talking about the news	Questioning sources of information	An email about the future of newspapers
Appreciating libraries	Project: How to help charities	Revision	A summary of a book / an email about a teacher
Understanding the changing role of women in society	Talking about good news	Expressing enthusiasm	An email about free time activities
Understanding the importance of helping people	Summarising a song or a poem	Summarising and paraphrasing	A review of a poem
Discussing how to relax	Describing a woman you respect	Asking for and giving reasons	A text about a famous woman
Understanding what makes someone your hero	Project: A survey about influential women	Revision	A text about a job / an email about a woman you admire
Understanding the benefits of technology	Discussing a questionnaire about technology	Agreeing and disagreeing	An essay expressing opinions about modern technology
Appreciating science fiction; understanding the importance of exploration	Discussing the advantages and disadvantages of modern technology	Talking about advantages and disadvantages	An article about the history of space travel
Appreciating the importance of science	Giving facts about famous people	Asking for and giving facts	An essay about a scientist
Considering how to reduce road accidents	Project: Giving incredible facts	Revision	A description of a journey to space / an email about artificial intelligence
Appreciating what makes a successful job applicant	Preparing a CV	Asking and answering personal questions	A CV
Understanding the importance of nature	Giving surprising information	Expressing surprise	A report of an interview
Appreciating the importance of lifelong education	Discussing advice given by older members of the family	Giving and responding to warnings	A story about a warning
The importance of communication for work	Project: Planning and taking part in a job interview	Revision	An email reporting a conversation / a text about what makes someone employable
Appreciating the value of folk music	Discussing a questionnaire about a book club	Making and responding to suggestions	An informal email about music
Appreciating the importance of your family	Planning a camping trip to the desert	Expressing necessity and lack of necessity	A text about a space explorer
Recognising the importance of national and international culture and historical monuments	Discussing building projects	Guessing and deducing information	An article about a building project
Appreciating traditional musical instruments	Project: Planning how to develop an old building	Revision	An email describing a building / a description of your favourite kind of music
Understanding the importance of the natural world	Telling someone how to use something	Giving and ordering instructions	A list of instructions
Understanding the effects of greed	Persuading people to spend money on a good cause	Persuading	An email of persuasion
Understanding the power of nature	Explaining why we have eclipses	Asking for and giving explanations	Descriptions of natural phenomena
Understanding the danger of sandstorms	Project: Planning how to stay healthy	Revision	An email describing the problems with plastic / a text imagining a world without trees

Writers and stories

- OBJECTIVES**
- Listening** Listening for gist, for detail and to interpret meaning
 - Grammar** Past simple, past continuous and past perfect
 - Reading** Reading for specific information
 - Critical thinking** Understanding the importance of literature and education
 - Functions** Expressing opinions
 - Writing** Writing a summary

Listening

1 Discuss this question in pairs.

Which forms of literature do you enjoy most: poems, novels, short stories, science fiction, adventure stories or something else? Why?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

average (n) confused insist
midday poetry old-fashioned
routine (n)

4 Listen again. Are these sentences **True** or **False**? Correct the false sentences.

- a When he was seven years old, the writer won first prize in a poetry competition.
False. He won the second prize.
- b When he was a student, he could usually finish a short story in two or three weeks.
.....
- c He used to write short stories, but he doesn't now.
- d Every day, the writer writes from three o'clock in the afternoon until nine o'clock at night.
- e The writer doesn't use a computer for writing.
- f Last year, the writer changed a story because his friends didn't like the beginning.

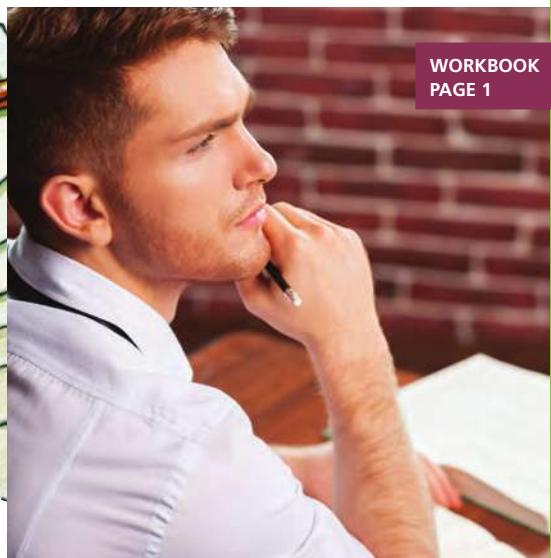
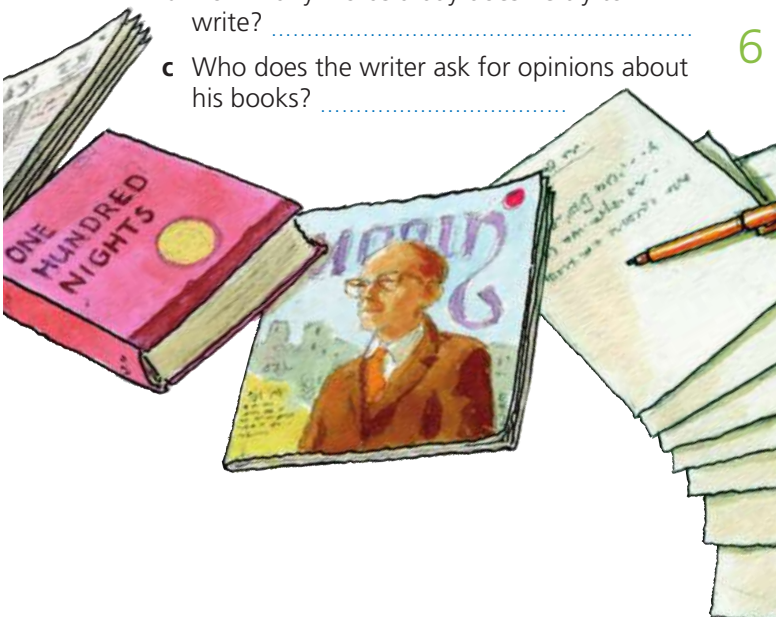
3 Listen to an interview with a writer and answer the questions.

- a What did the speaker write when he was at university? *He wrote short stories.*
- b How many words a day does he try to write?
- c Who does the writer ask for opinions about his books?

5 Guess the meaning of the red words from the listening text.

- a My **secretary** types it onto the computer.
.....
- b My **publisher** insists that I send everything as an email **attachment**.

6 Would you prefer to write a story with a pen, a pencil or on a computer? Why?

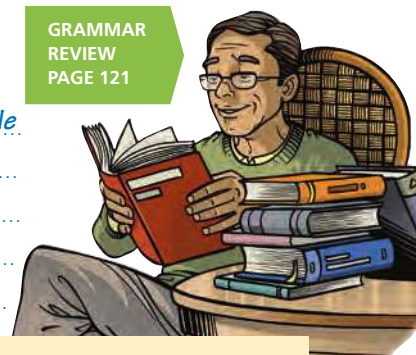


Grammar Past simple, past continuous and past perfect

1 Underline all the verbs in these sentences from the listening text. Which tense is each sentence?

- 1 I first wrote stories and poems when I was at primary school. *Past simple*
- 2 When I was seven, I wrote a poem which won a prize.
- 3 While I was finishing one story, I was planning the next one.
- 4 As soon as I'd finished a story, I started the next one.
- 5 I'd changed my last novel six times before I was happy with it.

GRAMMAR
REVIEW
PAGE 121



2 What is the meaning of **when** in the following two sentences? Discuss in pairs.

- a I sat down and did my work **when** I had opened the windows.
- b I returned home **when** Mother was preparing lunch.

FOCUS ON GRAMMAR

Past simple, past continuous and past perfect

- We use the **past simple** to refer to actions which started and finished in the past, often with a time or date:
*She **visited** London in 2010.*
*I **was** in Alexandria a month ago.*
- We can also use the past simple to refer to one event followed by another in the past:
*When he **had** an idea, he **wrote** a short story.*
- We also use the past simple to describe past habits:
*I **always ate** breakfast before I went to school.*
- We use the **past continuous** to talk about an action that happened at a particular time:
*Tarek **was eating** dinner at noon yesterday.*
- We also use the past continuous to refer to an action or actions which happened for a length of time in the past. In the past continuous, **as** and **when** mean **while**:
*While / As / When I **was doing** my homework, my sister **was helping** my mother.*
- We often use the past continuous to talk about an action that was interrupted by an event in the past:
*I **was reading** a book when my friend arrived.*
- We do not usually use the past continuous with verbs that describe states or senses. We use the past simple:
*She **seemed** ill when I visited her.*
*While I **was** at home, a man knocked on the door and asked for help.*
- We use the **past perfect** to talk about the earlier of two actions in the past. The later action is in the past simple:
*I **had finished** my work before I took a break.*
*We weren't hungry because we **had** already **eaten**.*
*I didn't return home until I **had finished** my work.*
*When I reached the station, the train **had left**. I missed it!*
*When I **had reached** the station, the train left. I caught it.*

3 Complete these sentences with the correct past form of the verbs in brackets.

- a A famous writer wrote (write) this book a year ago.
- b I (read) a book when you (phone) me last night.
- c We (live) near a supermarket before we moved to this house.
- d She (give) it to me while I (read) the newspaper.
- e I (not read) any of his books before I read this one.

4 Choose the correct verbs to complete these sentences.

- a I didn't answer the phone because I was praying / **had prayed**.
- b I **telephoned** / **had telephoned** the police after I **was seeing** / **had seen** the accident.
- c By the time Nada arrived, we **were having** / **had had** lunch, so there was nothing for her to eat.
- d I **have** / **had** just finished doing the exercise when my father returned home.
- e While I **playing** / **was playing** football, I fell and broke my leg.

WORKBOOK
PAGE 2

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

believer collection custom
disabled district establish
law pioneer style

2 Read this article about Yehia Haqqi quickly and answer the questions.

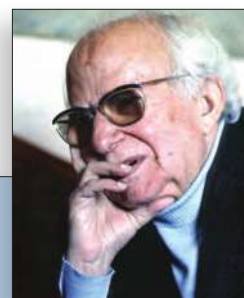
- a What subject did Haqqi study at university?
He studied law.
- b Which countries did Haqqi work in as a diplomat?
- c Who did he want to help?
- d For which collection of stories did Haqqi win an important prize?

3 Read the article again and choose the correct answers.

- a What did Yehia Haqqi write?
A plays B poetry
C fiction D political reports
- b What was Yehia Haqqi's main job?
A a lawyer B a diplomat
C a politician D a writer
- c When did he start to write?
A While he was working.
B After he had retired.
C Before he started work.
D While he was a student.
- d Why is Yehia Haqqi's writing still important today?
A He created a new style of writing.
B It was translated into many languages.
C He translated European literature into Arabic.
D He was an excellent diplomat.

4 Discuss this question in pairs.

How do you think Haqqi's training as a diplomat affected how he wrote?

Yehia Haqqi
(1905–1992)

Yehia Haqqi was one of the **pioneers** of modern Egyptian literature. As well as being an important writer, he was an expert on Arab culture.

Yehia Haqqi was born in 1905 in the Sayyida Zeinab **district** of Cairo. He graduated in **law** and worked for a short time as a lawyer. In 1929, he began his career as a diplomat and he worked abroad for more than 20 years. The time he had spent in France, Italy, Turkey and Libya gave him experiences he later used in his writing.

At the same time as he was working, Haqqi was also writing stories. His first short story, published in 1925, **established** him as one of the greatest short story writers of the Arab world.

Haqqi always wanted to help poor and **disabled** people. In 1955, he wrote a **collection** of short stories about the poor and the disabled which won an important prize. One of his novels, *The Postman*, was made into a film. In 1992, he had to go to hospital after an earthquake in Cairo, but gave his bed to a poor person who he thought needed it more.

Haqqi wrote in a new way about Arab society and **customs** in the twentieth century. Haqqi was also interested in the Arabic language and he developed a new **style** of writing which is respected today.

As well as writing his own novels and stories, Haqqi also translated Russian, French, Italian and Turkish literature into Arabic. He was a very strong **believer** in the power of books and he supported many young Egyptian writers.

Haqqi died in 1992, but is still thought of as the father of the modern short story and the novel in Egypt.

Critical thinking

1 Answer the following questions.

- What did Yehia Haqqi know a lot about?
He knew a lot about Arab culture.
- What did he do after an earthquake?
- Which of his stories was made into a film?
- How do you think that Haqqi's work as a lawyer helped him to be a writer?
- Why do you think that Haqqi was interested in helping young Egyptian writers?

2 Read this quotation from the article and discuss the questions.

Haqqi always wanted to help poor and disabled people. In 1955, he wrote a collection of short stories about the poor and the disabled which won an important prize. One of his novels, *The Postman*, was made into a film. In 1992, he had to go to hospital after an earthquake in Cairo, but gave his bed to a poor person who he thought needed it more.

- Why did Yehia Haqqi give up his bed to a poor person?
- Why is it important to always help poor and disabled people?

3 Discuss this question in pairs.

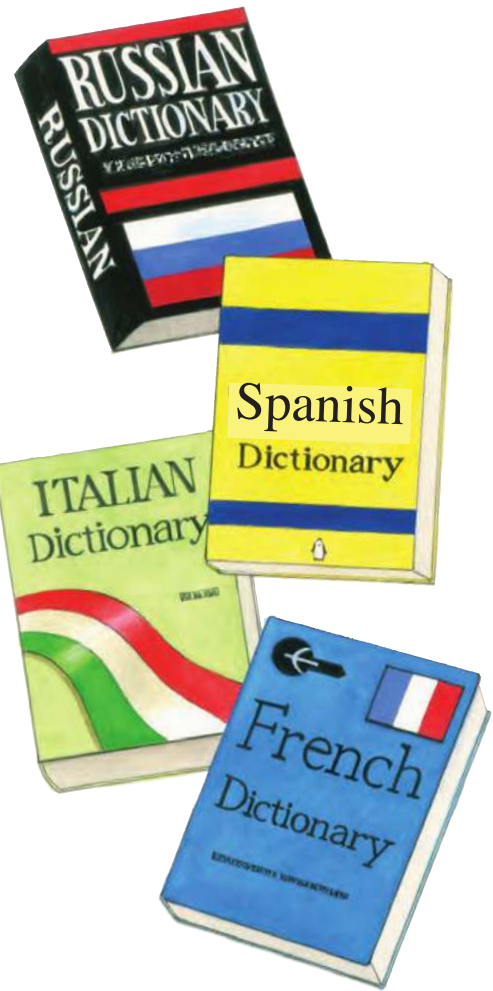
In what ways does reading literature improve your education? Think of the following.

- language and vocabulary
- your own experiences
- other people's experiences
- different cultures
- unusual or different situations



SKILLS FOR LIFE


In order to think critically, you must first know a lot of facts.
Read as many books as you can.
You can learn a lot from both fiction and non-fiction.



4 FOCUS ON MAKE AND DO

- We usually use *make* to talk about producing, creating or building something new:
*The computer **made** a noise.*
*My uncle is **making** a new table.*
*He's going to **make** a speech.*
- We usually use *do* to talk about work, a task or activities:
*I always **do** my homework.*
*She **did** well in the exam.*
*We **did** a class survey today.*
- Complete these sentences with the correct form of *make* or *do*. Check in a dictionary.
 - Have you made any arrangements for the holidays?
 - I can't come out because I've got to the washing up.
 - You have two mistakes in the test.
 - Ali a good job when he that new table.

Communication skills Expressing opinions

-  **1** In pairs, can you match the writers below with the jobs they also did during their lives? Listen and check your answers.

a Yehia Haqqi	1 <input type="checkbox"/> journalist
b Jonathan Swift	2 <input type="checkbox"/> lawyer
c Daniel Keyes	3 <input type="checkbox"/> sailor
d William Golding	4 <input type="checkbox"/> politician
e Herman Melville	5 <input type="checkbox"/> doctor
f Rider Haggard	6 <input checked="" type="checkbox"/> diplomat
g Arthur Conan Doyle	7 <input type="checkbox"/> editor
h Charles Dickens	8 <input type="checkbox"/> teacher



- 2** Discuss these questions in pairs.
Use expressions from *Focus on functions*.

- How do you think that a person's job could help them write a story?
- Do you think that some of these jobs would help a writer more than others? Why / Why not?
- What other experiences in people's lives might help them to write a good story?

- 3** Discuss the following in pairs.

- Do you think that people should only ever do one job? Or is it useful to do more than one job in your career?
- Can you think of other jobs that would help someone be the following? Say why.

- a teacher
- a politician
- a policeman / policewoman
- coach of a sports team
- a hotel manager

FOCUS ON FUNCTIONS

Expressing opinions

- I think / don't think that ...
- In my opinion, ...
- I'd say that ...
- As far as I'm concerned, ...



4 Research the following about a writer

Find out about one of the writers in Exercise 1 (or another famous writer). Find out:

- how long they did their first job or jobs
- how these jobs helped them

WORKBOOK
PAGE 4



Abdel-Tawab Youssef: *My Father, An Egyptian Teacher*

OBJECTIVES

- Listening** Listening for specific information; listening for detail
- Grammar** Present perfect
- Reading** Reading for gist; reading for specific information
- Critical thinking** Understanding the importance of teaching
- Functions** Asking for and giving advice
- Writing** An email giving advice



Listening

1 Discuss these questions in pairs.

- How many authors of children's books can you name?
- Who was your favourite author of children's books when you were younger? Why?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

association cultural
ministry political science

3 Listen to a talk about the writer Abdel-Tawab Youssef. What happened on these dates?

- 1928 *Abdel-Tawab Youssef was born.*
- 1950
- 1956
- 1975
- 1985
- 2015

4 Guess the meaning of the red words from the listening text.

- He **lectured** at the University of Ohio in the United States about writing for children and the **importance** of Arabic literature.
- His books have **influenced** children for many years.

5 Listen again and choose the correct answers.

- The interviewer has just *spoken to / read a book by* Abdel-Tawab Youssef.
- Abdel-Tawab Youssef studied *political science / literature* at Cairo University.
- His father died when he was working for the Egyptian Ministry of *Education / Culture*.
- He wanted to live in Cairo so that he could send his sisters *some money / to school*.
- He travelled to many countries to study children's *schools / culture*.
- He first started writing for *radio / magazines* and television.
- His books are famous *only in Egypt / in many countries*.

6 FOCUS ON SAYING YEARS

When we say the name of a year, we usually divide it into two parts. For example, 1908 = *nineteen oh-eight*, 2015 = *two thousand and fifteen* or *twenty fifteen*. Now say these years:

- 2018
- 1805
- 1666
- 1998

Grammar Present perfect

GRAMMAR
REVIEW
PAGE 121

1 Underline the present perfect verbs in these sentences from the listening text.

- 1 Many people have grown up reading the books of Abdel-Tawab Youssef.
- 2 I have just finished one of his books, called My Father, An Egyptian Teacher.
- 3 She has written a book about why the writer became so successful.
- 4 Since he became famous in Egypt, people have translated his books into many languages.
- 5 His books have influenced children for many years.

2 Choose the correct verbs to complete these sentences.

- a It's two weeks since we last met / have met.
- b This is the most interesting book I have **never** / ever read.
- c Oh! I **lost** / have lost my passport. What should I do?
- d Tamer **had** / has had a lot of health problems since he started living in that polluted city.
- e Adel hasn't contacted me since he **left** / leaving Cairo.
- f I have **ever** / never been to the zoo before.
- g My cousin **has lived** / lived abroad since his childhood.
- h Belal is not here. He has **been** / gone to the dentist's.

3 Complete this conversation with the simple past or present perfect form of the verbs in brackets.

- Kamal** Omar, **a** have you read (read) that book that my cousin recommended?
- Omar** Yes, I **b** (just finish) it. Have you read it?
- Kamal** I **c** (not finish) it yet. I **d** (start) reading it on Saturday but I **e** (be) busy since then.
- Omar** You have been very busy since you **f** (begin) working for that charity.
- Kamal** Yes. The people at the charity **g** (ask) me to work there three nights a week.
- Omar** **h** (you agree) to do that?
- Kamal** Yes, I have. I hope to have more time to read books at the weekend!

4 Find and correct the mistakes in the following sentences.

- a Nothing like this has never happened to me.
Nothing like this has ever happened to me.
- b I didn't meet my pen friend yet.
- c I haven't finished my work already.
- d We haven't travelled by train since years.

FOCUS ON GRAMMAR

Present perfect

- We use the present perfect to talk about past actions that affect or explain the present:

Ahmed **has hurt** his leg, so he can't play football today.

- We often use the present perfect to talk about an action that started in the past and continues until the present, often with *for* (a time period) or *since* (a date or a starting point in the past):

Mona **has studied** English **for** ten years.

We **have been** at this school **since** 2012.

- We also use the present perfect to talk about past experiences or events (without saying when), often with *ever* or *never*:

I **have never eaten** Chinese food.

Have you ever ridden a camel?

- We also use the present perfect to talk about very recent events (often with *just*):

Leila **isn't** here. She's **just gone** out.

- We also use the present perfect to talk about events that have not happened up to now (often with *yet*):

I **haven't received** a reply to my email **yet**.

Note: *has / have been* means *went and returned*.

has / have gone means *went but has not returned*.

WORKBOOK
PAGE 6

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

discipline layer (n)
responsible semicircle serious
silence spoil strict

2 Discuss these questions in pairs.

- a What do you think people are responsible for in the following jobs?

politician secretary teacher writer

- b Which of these jobs would you like to do? Why?

3 Read this part of Abdel-Tawab Youssef's book, *My Father, An Egyptian Teacher*. In what ways is a teacher like the layers of the earth?

4 Guess the meaning of the red words from the reading text.

- a You'll be **fatherly** and gentle.
b I give myself goals and **plan** how to achieve them.

5 Now answer these questions.

- a Why did the head teacher think the young teacher did not need to worry? *Because he had all the qualities to be a good teacher.*
b How does the young teacher plan his lessons?
c Why does the teacher think that students should not be silenced?
d What does the head teacher warn the teacher not to do?
e Why do you think that the teacher wants to change the way the students sit?
f In what ways does the teacher think he is like society's engineer?

My Father, An Egyptian Teacher

*For all those who have had the **honour** of being called "teacher".*

The head teacher realised that the young teacher was worried about his first lesson at the school.

"Don't worry, you have all the qualities to be a good teacher!" he said. "You are very natural with the students. You're **serious** and **responsible**, warm but **strict**. That is what I've learnt about you in the short time you've been here. You will need to **discipline** the students, but you'll be **fatherly** and gentle."

"Do you think so? I've always prepared my lessons well," said the teacher. "I give myself goals and plan how to achieve them. I **plan** an introduction and then use steps. And I like to use paintings and pictures," said the teacher.



"That's good. You've come with fresh ideas," answered the head.

"I believe that a teacher mustn't **silence** his students. He must inspire them and encourage them to communicate and to take part in conversations."

"You don't want to **spoil** the students," warned the head.

"Oh, I won't. We should encourage them to move around the class. We can change the design of the classroom: if there's a discussion, the students can sit in a circle or **semicircle**. We could even have the class outside, under the trees!" said the teacher.

"Good luck with your first class tomorrow," said the head.

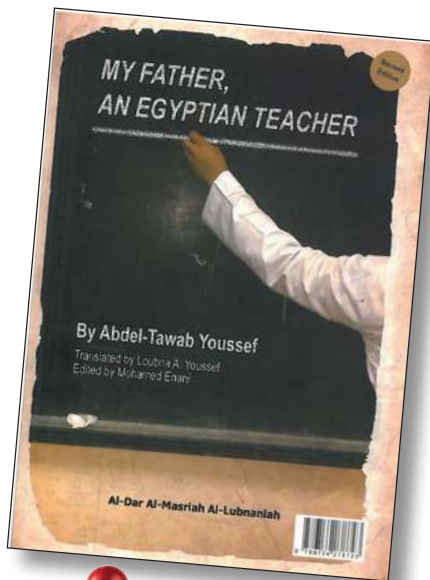
The head teacher left him dreaming about his new life as a teacher. He believed that his job was the most important job: he was society's engineer, helping to build it. A teacher is like the **layers** of the earth: whatever level you reach, you can dig deeper to find more layers that are even richer than before. His was the best job in the world.

Critical thinking

- 1 Read this quotation from *My Father, An Egyptian Teacher* and answer the questions.

“Don’t worry, you have all the qualities to be a good teacher!” he said. “You are very natural with the students. You’re serious and responsible, warm but strict. That is what I’ve learnt about you in the short time you’ve been here. You will need to discipline the students, but you’ll be fatherly and gentle.”

- Do you agree that the teacher has all the qualities to be a good teacher? Why / Why not?
- Which of the qualities listed do you think is the most important for a teacher?
- Do you think that there are any other qualities that a teacher needs?



SKILLS FOR LIFE

Always show respect to your teachers. Remember that they work hard to help you to have a successful future.



- 2 Discuss these questions in pairs.

- Should students always be encouraged to communicate in class? Why / Why not?
- When might it be useful to sit in a circle or semicircle in class?
- Are there any lessons that you could have outside, under the trees? Why / Why not?
- Why do you think that the young teacher thought that his job was the best job in the world?
- What do you think makes a job worthwhile?
- Which of the following do you think is most and least important in a job?
 - pay
 - who you work with
 - doing something you enjoy
 - doing something that helps other people
 - how many hours you work

3 FOCUS ON VERBS AND NOUNS

- The verb and noun forms of many words are the same:
*I **plan** an introduction and then use steps.*
*He made a **plan** for the lesson.*
- Write two sentences for each of these words, one for the noun and one for the verb.

ache break chat demand face

Communication skills Asking for and giving advice

1 When Hamid leaves school, he wants to do something to help other people. Listen to five people giving him advice.

- a Which do you think is the best advice?
b Compare ideas with a partner.

2 Listen again and tick the phrases the speakers use to give advice

FOCUS ON FUNCTIONS

Asking for advice

- ☒ What advice can you give me?
☐ What do you think I should do?
☐ Can you give me any advice?

Giving advice

- ☐ I think you should ...
☐ Why don't you ...?
☐ If I were you, I'd ...
☐ What about -ing ...?
☐ I think it'd be a good idea to ...
☐ You could ...
☐ The best thing you could do would be to ...
☐ I advise you to ...



4 Research the following about jobs

RESEARCH Conduct a survey among older people that you know and report the results to the rest of the class. Write a summary to put on the classroom wall. Find out:

- why their job is or is not important
- what they most and least enjoy about their job
- if they would recommend this job to you and why / why not

WORKBOOK
PAGE 8

3 Work in groups of five and do the following.

- a Each student should think of a problem you would like the other students in your group to help you with. Start like this:

Problem

I'd really like to ..., but I'm not sure about the best way of doing it. What advice can you give me?

- b Write your question on a piece of paper using some of the questions from *Focus on functions*, then give it to another student in your group.
c Think of an answer to the question you have been given. Use one of the phrases from *Focus on functions*.
d Take turns to read the questions and your answer to it.
e After each student speaks, other members of the group should give their own advice for each problem.



The future of books

- OBJECTIVES**
- Listening** Listening for gist and for detail
 - Grammar** Future forms and tenses
 - Reading** Reading to check predictions and for specific information
 - Critical thinking** Understanding the importance of new developments in publishing
 - Functions** Questioning sources of information
 - Writing** Writing an email about the future of newspapers

Listening

1 Discuss these questions in pairs, giving a reason for your answers.

- a If you wanted to read today's news, which would you choose: a traditional newspaper or an online newspaper?
- b If you wanted to read a novel, would you choose a traditional book or an electronic book (ebook)?
- c If you wanted to find up-to-date information for a school project, would you look in a library or on the internet?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

available button compare
enthusiastic gadget
paperback reduce replace

4 Listen again and answer these questions.

- a What is Ziad looking at?
He is looking at an ebook reader.
- b How do you turn the pages of an ebook reader?
- c Where do you get ebooks from?
- d What does Ziad think will happen to the price of ebook readers?
- e Which books do the speakers say publishers probably won't publish as ebooks?
- f How are ebooks good for the environment?

5 Discuss these questions in pairs.

- a Do you think that traditional books, newspapers and magazines will disappear completely? Why / Why not?
- b Do you agree that publishers will not replace traditional school books with ebooks? Why / Why not?

6 FOCUS ON COMPUTING TERMS

What is the difference in meaning between these pairs of sentences? Check in your dictionary.

- a 1 I'm researching volcanoes, so I **downloaded** some information from a website.
2 I took a great photo of the Pyramids, and I'm **uploading** it onto a website.
- b 1 I love books, so I often buy them **online**.
2 I can't buy anything on the internet because the computer is **offline**.

Grammar Future forms and tenses

1 Underline the future forms and tenses in these sentences from the listening text.

- a I'm going to read an ebook on it.
 b I'm sure the publishers will reduce the price when more people buy them.
 c My father is buying me one for my next birthday.
 d The programme starts at seven o'clock this evening.
 e I think I'll watch that programme. Will you watch it with me?
 f I'll be reading tomorrow evening.
 g After I finish this book, I'll have read all of his novels.

2 Discuss this question in pairs.

What is the difference in meaning between these sentences?

- 1 I can't talk at the moment.
 I'm **doing** my homework.
 I can't see you later this evening.
 I'm **doing** my homework.
 2 There's a good film on TV tonight.
 It **finishes** at ten o'clock.
 There's a good film on TV tonight.
 I think that it **will finish** at ten o'clock.
 3 We're **going to** have fish for dinner.
 I think we'll **have** fish for dinner.

3 Choose the correct future forms.

- a Hello, Ali. ① I'm going / I go to the airport in a minute. I ② will fly / 'm **flying** to Paris later this morning. My plane ③ will leave / **leaves** at ten o'clock. Perhaps we can meet when I'm back. ④ Are you doing / Will you do anything next Saturday?
 b Hi. My family ① are taking me / **take me** out today for passing my exams. ② I'm going to apply / I **will apply** to study Medicine at Assiut University because when I finish my course, ③ I'll probably work / I'm **probably working** in a hospital.
 c This autumn, my friend ① walks / **is walking** a long way for charity. In October, he ② will be walking / **walks** along the Nile. When he finishes in November, he thinks he ③ will have walked / **is going to walk** 400 kilometres.

FOCUS ON GRAMMAR

Future forms and tenses

- We use the **future simple** (will + infinitive) to make predictions (with no evidence), for future facts and for offers and quick decisions:
 I think it **will be** hot today.
 This school **will be** 50 years old next year.
 Someone's at the door. I'll **see** who it is.
- We use the **future continuous** (will / may + be + -ing) to talk about actions that will be in progress at a time in the future. Use *may* if you are not certain:
 I can't visit you because I **will / may be doing** my homework this evening.
- We use the **future perfect** (will have + past participle) to predict something that will be finished by a particular time in the future:
 By the end of next year, the government **will have built** a new school in the village.
- We use *going to* + infinitive for plans and decisions we have already made:
 I **am going to eat** the meal that I have just cooked.
- We also use *going to* + infinitive to make predictions with present reality or evidence:
 The other team's players are very big. It's **going to be** a difficult match.
- We use the **present continuous** for arrangements:
 The basketball team **are playing** two games next week.
 They've got the tickets. They **are flying** to England!
- We use the **present simple** for events on a timetable:
 The train **leaves** at six o'clock tomorrow.

Reading

1 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

bleach (v) encyclopedia
mixture press (v) remove
roller soak (v) trade (v)

2 Discuss these questions in pairs.

- a Who invented the first paper?
- b What do we make most of today's newspapers from?

3 Read the article and check your answers to Exercise 2.

4 Complete these sentences with information from the article.

- a Before people could write on papyrus, they had to soak it in water, press it and then dry it in the sun.
- b In the eighth century, Arab travellers learned how to
- c Early paper was very expensive because
- d After people bleach the wood, they
- e As well as making new paper from trees, we can
- f Some people believe that soon

5 Discuss these questions in pairs.

- a What can you read on the Egyptian Knowledge Bank?
- b Do you think that the internet will replace libraries in the future? Why / Why not?
- c What would be the advantages and disadvantages of replacing libraries?
- d Do you prefer to read paper books or online books? Why?

The history of paper

In ancient Egypt, people used a type of tall grass called papyrus. It grew in the Nile valley, and people used it for writing and drawing on. Before people could use it, they **soaked** the leaves of the grass in water, **pressed** them together and then dried them in the sun.

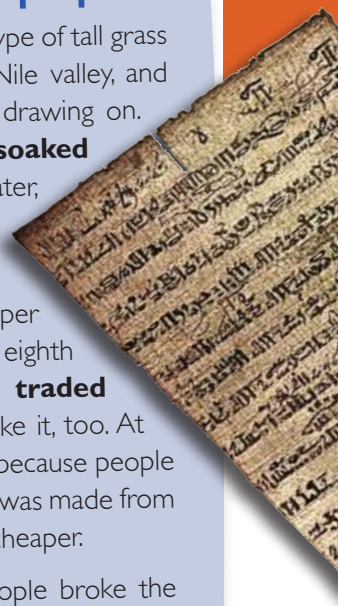
The Chinese made the first paper two thousand years ago. In the eighth century, Arab travellers who **traded** with China learned how to make it, too. At first, paper was very expensive because people made it from cotton, but later it was made from wood and so it became much cheaper.

To make paper, people broke the wood into small pieces which they mixed with chemicals and then **bleached**. They then **removed** the water from the **mixture**. The mixture passes through hot **rollers** to produce continuous pieces of dry paper.

Every year, we cut down millions of trees to make new paper. Fortunately, the type of tree that gives us the best wood for making paper grows very quickly, but you can also recycle old paper. We make most of today's newspapers and magazines from recycled paper.

For hundreds of years, we have also used an enormous amount of paper to produce books, especially very large books like **encyclopedias**. Now, you can read encyclopedias and other books on ebooks. You can also read books online, on websites such as the Egyptian Knowledge Bank (EKB).

Some people think that soon everybody will have a computer or a phone and we will get all our information from the internet. They believe that we won't need libraries and that paper books will become part of history.



Critical thinking

1 Answer the following questions.

- Where does papyrus grow? *It grows in the Nile valley.*
- When did the Chinese first make paper?
- What can you read on an ebook?
- How do you think that Arab traders travelled to China two thousand years ago?
- Why do you think that wood is bleached when people make paper?
- Do you think that there will be more or fewer trees in the future? Why?



2 Read this quotation from the article and answer the questions.

- Why does the writer use the word *Fortunately*?
- What do people recycle?
- Why do you think that some people prefer new paper to recycled paper?
- How is using recycled paper good for the environment?

Every year, we cut down millions of trees to make new paper. Fortunately, the type of tree that gives us the best wood for making paper grows very quickly, but you can also recycle old paper. We make most of today's newspapers and magazines from recycled paper.

3 Discuss these questions in pairs.

- Can you think of all the different ways in which you use paper at home, at school or in your everyday life?
- How are books used to educate people and for enjoyment?
- What other uses for paper cannot be replaced electronically?



SKILLS FOR LIFE

Recycling is good for the environment.
Always recycle what you can.

4 FOCUS ON WORDS WITH MORE THAN ONE MEANING

- Sometimes the same word can have a different meaning depending on whether it is a verb or a noun. For example,
*The teacher **marked** his homework.*
(mark means checked)
*There was a **mark** on his white shirt.*
(mark means a small dark area)

- Complete these sentences with one of these words. Check in your dictionary.

book leaves type

- How quickly can you *type* on a computer?
- We'd like to a table at the restaurant, please.
- The train at four o'clock.
- Which did you take from the library?
- There are a lot of on the ground in autumn.
- Papyrus is a of grass.

Communication skills Questioning sources of information

1 Discuss these questions in pairs.

- Do you always believe what you hear or read in the news? Why / Why not?
- What is the strangest news that you have heard this year?
- How do you know if this news was real?

2 Listen to this conversation and answer the questions.

- What news has Leila heard? *Crocodiles are living in the Nile near Cairo.*
- What does Fawzia think about the news?

3 Listen again and circle the expressions that you hear to question sources of information.

FOCUS ON FUNCTIONS

Questioning sources of information

- Can you prove / *confirm* that?
- What's the *reason* / *source of information* for that?
- I *don't* / *can't* believe that.
- What proof do they have that this is *real* / *true*?
- It *can't* / *must* be true.
- I think that's *a lie* / *real*.
- It is* / *It's not* real news, *it is* / *it's not* false.



4 Work in pairs.

- Use the internet, a newspaper or another source to find two interesting or unusual news stories. Write down the sources of information.
- Now write a news story that is false. Make up a source.

5 Work in groups of four.

- Take turns to read your three news stories to the other pair of students. They can challenge you using expressions from *Focus on functions*.
- When you hear the other pairs' stories, decide which one is false. Can you tell the difference between real news and false news?

6 Research the following about the news

Find out:

- how you can know if a news story is reliable
- which organisations you can usually trust

WORKBOOK
PAGE 12



Revision A

Listening

1 Discuss these questions in pairs.

- a What do you think that a teacher finds rewarding about teaching?
- b What do you think that a teacher has to do, as well as teach?

2 Listen to another part of *My Father, An Egyptian Teacher*. Does it give the same answers as you gave in Exercise 1?

3 Match the words a–e from the listening text with the words and phrases that have a similar meaning 1–5.

a accept	1 <input type="checkbox"/> particularly
b especially	2 <input checked="" type="checkbox"/> say yes to something
c goods	3 <input type="checkbox"/> student
d pupil	4 <input type="checkbox"/> give back
e return	5 <input type="checkbox"/> things to sell

4 Listen again and choose the correct answers.

- a At the end of each day, the teacher's bag is heavy with
 A money B goods
 C students' books D library books
- b The teacher's son is not sure if his father
 A enjoys his job
 B works hard enough
 C gets enough money
 D should work any more
- c Many years later, the teacher
 A becomes ill
 B becomes poor
 C moves to Cairo
 D finds a new job
- d The son takes his father to see
 A a friend in Cairo
 B a teacher from Beni Suef
 C a famous doctor
 D a man in hospital
- e The father does not want to go to the private hospital because
 A it is expensive
 B it is in Cairo
 C it is private
 D he is not very ill
- f The teacher is surprised when the doctor
 A sends him to hospital
 B becomes angry
 C says he is very ill
 D returns his money
- g The doctor is kind to the teacher because
 A he helped to make the doctor successful
 B the doctor was a friend of his son
 C he forgot that he was the doctor's teacher
 D he gave the doctor some money



Grammar

1 Look at the pictures and answer the questions.

- a What was happening in picture A? *A lot of people were using horses and carriages.*
- b What was this part of the city like in 1917?
- c What has and has not changed?



Above: Potsdamer Platz, Berlin 1930s
Right: Potsdamer Platz, Berlin 2017



2 Complete these sentences with the correct future form of the verbs in brackets.

My brother Karim **a** *is going to study* (study) law at Cairo University next year. His course **b** (start) in September. We live in the country so my brother **c** (stay) with an uncle who lives near the university. He has already prepared his room! My parents **d** (drive) Karim to my uncle's house. I won't be able to go because I **e** (do) school work. I think that I **f** (visit) him in January. I'm sure that he **g** (enjoy) his time in Cairo. By the time Karim is 30, I think that he **h** (become) a successful lawyer!



3 Complete these sentences with your own ideas, then ask and answer them in pairs.

- a Have you ever ...?
- b What were you doing ...?
- c When did you ...?
- d Who are you going to ...?
- e When you are 25, will you have ...?
- f Before last year, had you ...?

Have you ever been to the Red Sea?





al-Qarawiyyin Library

Reading

- 1 Complete this article about the history of libraries with these words.

available collections
enthusiastic established
importance ~~influential~~ online

- 2 Read the text again. Are these sentences **True** or **False**? Correct the false sentences.

- a The first library in the world was al-Qarawiyyin Library in Morocco. *False. It is the oldest library that you can still visit, but there were older libraries.*
- b The writing in Armana and Thebes was on pieces of leather.
- c Books in the Library of Alexandria were not usually made from paper.
- d You could not borrow printed books before 1400.
- e The British Library has one of every book printed in the world.
- f You can borrow books and magazines from the Egyptian Knowledge Bank.

- 3 Discuss these questions in pairs.

- a Have you used the Egyptian Knowledge Bank?
- b Do you prefer to use a digital library or a real library? Why?

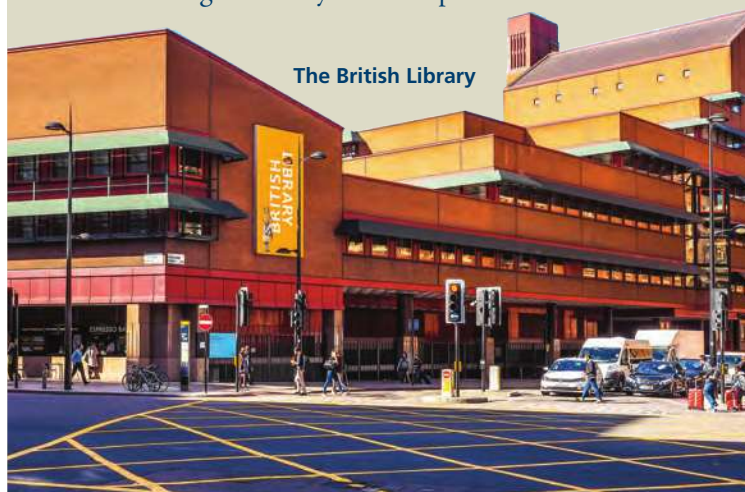
The history of libraries

One of the most amazing and **a** *influential* libraries in the world is the Bibliotheca Alexandrina. It opened in 2002 and can hold eight million books. But we have had libraries for thousands of years. Probably the oldest library that you can still visit is al-Qarawiyyin Library in Morocco. The daughter of a trader **b** the library in 859 CE. However, people had collected books a long time before this.

Archaeologists have found writing on **c** of papyrus in Amarna and Thebes from around 1300 BCE. The ancient Greeks had libraries where they kept thousands of original books (they did not want copies). The famous Library of Alexandria opened in around 300 BCE. The aim of this library was to have one of each of the world's books, although books were then made of papyrus or leather.

Before 1450, people had written books by hand. Then, people started printing books for the first time. Many universities also started to open, and most of these had important libraries. The rulers of many countries understood the **d** of books to people's education and began to open national libraries. Now there are many very famous national libraries around the world. The British Library opened in 1753 as part of the British Museum and is one of the largest libraries in the world. It keeps one of all the books, magazines, newspapers and maps printed in Britain. By 1988, there were so many of these that it had to move to a new, bigger building.

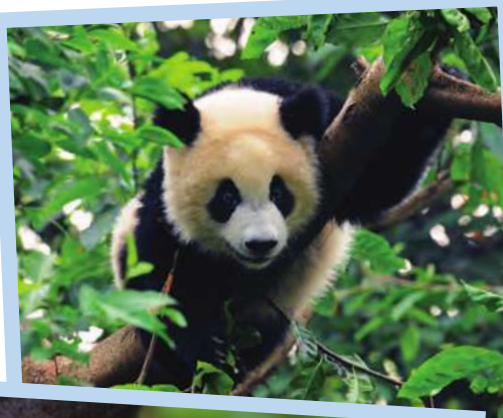
Today, you can also use digital libraries, where thousands of books and magazines are **e** to people **f** An example is the Egyptian Knowledge Bank (www.ekb.eg) which has dictionaries, encyclopedias, videos and all kinds of books online. People have been very **g** about this digital library since it opened in 2016.



Communication skills Project

1 Discuss these questions in pairs.

- Which charities do you know?
- Who or what do the charities help, and why?
- In what way can we help these charities?



2 Read the situation, then write down some ideas about how you could help the charity.

A local charity helps children without parents. The charity always needs books, clothes, toys and other things that the children can use. It also needs people to help to take children for days out of the city, to organise sports and games and to help with other activities.

3 Work in groups of five or six.

- Each person should make a suggestion about how to help the charity.
- One person in each group should now choose the best two suggestions from the group. Explain why you have chosen the suggestions using some of these expressions.

- I think / don't think that ...
- In my opinion ...
- I'd say that ...
- As far as I'm concerned ...

4 Give a talk to the class.

- Choose a person from your group to give a talk.
- That person should explain to the class the reasons for your two suggestions on how to help the charity. Use some of these expressions.

- I think we should ...
- Why don't we ...?
- What about -ing?
- I think it would be a good idea to ...
- The best thing we could do would be to ...
- I advise us to ...

5 When you have listened to all the talks, have a class vote on the best way to help the charity.



Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

access (v) appear inaccurate keyword
media relevant search engine update (v)

2 Work in pairs and do the quiz.

1 Your homework is 'Find out information about the oldest pyramid in the world.' How do you find this information on the internet?

- a Type in the homework title and see what happens.
- b Type in only a few keywords.

2 You have a list of many websites that can give you the information that you want. Which website do you use?

- a The website that is top of the list.
- b The websites that you know and trust.

3 You find the information that you need is different on different websites. What do you do?

- a Use the information from the website that is top of the list.
- b Check the facts on two or three websites that give information on the subject.

3 Do you think that you use the internet wisely if you answered mostly a or mostly b to each question in the quiz? Why?

4 Read about using information online and check your answers to Exercise 3.

5 Read the text again and answer these questions.

- a How does a search engine work?
- b Why shouldn't you type too many words into a search engine?
- c How do some companies make sure that they appear first in search results?
- d Why do some websites give you inaccurate information?
- e How do you know if information on a website is up to date?

Using information online

If you can **access** the internet, you can also access the world's biggest library. The problem is that the library is so big that it is not always easy to find what you need.

If you want a particular website, it is easy to type in the website address (URL), then the pages will appear on your screen. However, if you don't have the name of a website, you can easily use a **search engine**. These are computer programs that look through thousands of websites for **keywords**. They then show you the results of the search, and you can choose the website you need.

Remember that keywords are important. If you type in one word – *pyramids*, for example – you will get thousands of search results. If you put in too many words, the search engine might find many websites which are not **relevant**. So it is best to put in three or four important keywords, for example *oldest pyramid in world*.

Search engines are very useful, but it is important to remember that not all websites are reliable. Some companies pay to have their websites **appear** first in search results. Some websites will give information that might be **inaccurate**. What they say is a fact might only be their opinion. Some websites might want to sell you something.

How do you know which information is reliable? You can usually trust university or government websites and the websites of big **media** companies. However, if you are not sure, check any facts on two or three different websites to make sure that they all say the same thing. Check that the information on the website is not old information, too. The website should say when the information was last **updated**.

6 PROJECT

- a Find out about two or three websites that can give you reliable information for your studying.
- b Write a report about the websites and why they are reliable. Write a conclusion saying what you have learnt about websites.

WORKBOOK
PAGES 13–16

Women in history

UNIT

4

OBJECTIVES

Listening Listening for gist and to interpret information

Grammar Relative clauses

Reading Reading for specific information and to interpret reference words

Critical thinking Understanding the changing role of women in society

Functions Expressing enthusiasm

Writing Writing an email about free-time activities

Listening

1 Look at the pictures and answer the questions.

a Can you match the names to the pictures?

- ☐ Florence Nightingale
- ☐ Dr Aisha Abd El-Rahman
- ☒ Lotfia El Nadi
- ☐ Amy Johnson

b What do you know about these women? Discuss your ideas in pairs.



4 Listen again. Are these sentences **True** or **False**? Correct the false sentences.

- a Dr Aisha wrote in the newspaper *Al Akhbar*. **False. She wrote in the newspaper Al-Ahram.**
- b Dr Aisha was born in 1913.
- c Dr Aisha's father encouraged her to go to school.
- d She started school when she was seven years old.
- e She started teaching Arabic literature in 1942.
- f Dr Aisha taught in universities in different countries.
- g Dr Aisha died at the age of 98.

5 Discuss this question in pairs.

Dr Aisha spent most of her life on her work. Do you think this was a good idea? Why / Why not?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

appreciate argue for
award (v) government
positive respected (adj) role

6 FOCUS ON EXPRESSIONS WITH GET

Get has many meanings, for example: Aisha's mother encouraged her daughter to **get** a good education (get means have). What do these examples of get mean? Check in a dictionary.

- a I got an email from my friend this morning.
- b We got a new TV from the shops.
- c How are you getting home this evening?
- d It's getting very hot outside.

3 Listen to a talk about a famous woman and answer the questions.

- a Which woman from Exercise 1 do they discuss?
- b Were your ideas about her correct?

WORKBOOK
PAGE 21

Grammar Relative clauses

GRAMMAR
REVIEW
PAGE 122

1 Underline the relative clauses in these sentences from the listening text. Circle the relative pronouns.

- 1 Dr Aisha Abd El-Rahman, who is known as Bint El-Shatej, is one of the most famous people in Egyptian and Arab culture.
- 2 Dr Aisha used to go with him to meetings, at which she learned to read and write.
- 3 She went to Cairo University, where she studied Arabic language and literature.
- 4 Dr Aisha wrote many books and articles in which she argued for a more positive role for women.
- 5 Her work, which took up much of her personal life, is still appreciated today.

2 Answer these questions in pairs.

- a In which sentence is the relative clause important to understand the sentence?
- b In which sentences do the relative clauses give us more information?

3 Join these pairs of sentences using a relative clause.

- a Dr Aisha was born in Damietta in 1913. Dr Aisha's father was an important man. Dr Aisha, whose father was an important man, was born in Damietta in 1913.
- b Dr Aisha wrote many articles. She discussed women and society in these articles.
- c Raneem El Welily is a famous squash player. She was born in 1989.
- d Raneem El Welily won a competition in 2015. This made her the number one women's squash player in the world.

4 Choose the correct words to complete these sentences.

- a Adel is my friend who / whose brother won the poetry competition.
- b Have you seen what / which I bought from London?
- c Alexandria, which / where is Egypt's second biggest city, is a wonderful place for a holiday.
- d He made a bad mistake for / to which he had to apologise.

FOCUS ON GRAMMAR

Relative clauses

- We use **Type 1** relative clauses to give necessary information about people or things:
*She is the woman **who / that** wrote two books.*
- We use *who / that* for people and *which / that* for things:
*That's the book **which / that** is a best seller.*
- We use *whose* to show possession or relationship:
*Ahmed is the boy **whose** father is a teacher.*
- We use *where* for places and *when* for time:
*This is the place **where** we often have picnics.*
*Friday is the day **when** I visit my relatives in our village.*
- Sometimes you need to use a preposition before the relative pronouns (but never before *who* or *that*):
*This is the article **in which** she writes about science.*
*That is the stadium **at which** we saw the cup final.*
- In informal English, you can often leave out the object pronoun:
I need to talk to someone (who / that) I can trust.
- We use **Type 2** relative clauses to give extra information about people or things. We do not usually use *that* as a relative pronoun:
*The book, **which** I bought last week, is really interesting.*
*Mr Samir, **who** teaches us science, is always friendly.*
- We always use a comma to separate a Type 2 relative clause. You cannot leave out the object pronouns.
- We can also use *what* to mean *the thing that / which*. *What* is preceded by a verb and not a noun:
*We'd better decide **what** we need to buy.*



Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

career (be in) charge of
director impressive licence
nursing solo suitable

2 Read the articles and answer these questions.

- a Florence Nightingale is remembered for two reasons. What are they? *She was asked to be in charge of wounded soldiers abroad.*
- b What happened in 1933 and 1944?

3 Read again and answer these questions.

- a Why did Florence Nightingale's parents not want their daughter to be a nurse?
They did not think it was a suitable job.
- b Why was Florence Nightingale asked to be in charge of nursing soldiers abroad?
- c What did Florence Nightingale do after returning from Europe?
- d Why did Lotfia El Nadi work as a secretary?
- e How did she become famous?
- f How did she help other women?

4 What do the following words and phrases in bold from the articles refer to?

- a Her family did not think that **this** was a suitable job for their young daughter.
being a nurse
- b She opened the Nightingale School of Nursing, the first school of **this kind**.
.....
- c She was only the second woman ever to fly like **this**.
.....
- d Aziza Moharam later became a director **there**.
.....

5 Discuss this question in pairs.

Which of the two women do you think was more **impressive**? Give your reasons.

Florence Nightingale

Florence Nightingale was born in 1820 into a wealthy family in Italy, but grew up and went to school in England. When she was 17, she decided that she wanted to be a nurse, although her family did not think that this was a **suitable** job for their young daughter. However, Florence's work in a London hospital was so effective that the British government asked her to be in **charge of** the **nursing** of wounded soldiers abroad. After working in Europe, she returned to England and opened the Nightingale School of Nursing in London, the first school of this kind.



Lotfia El Nadi



In 1932, Lotfia El Nadi was the first and only woman to join a new school for pilots at Almaza airport. Her parents did not want her to be a pilot, so El Nadi worked as a secretary at the airport to pay for her lessons. When she was only 26, El Nadi became the first woman in Egypt to have a pilot's **licence**. In December 1933, she became famous when she flew **solo** in an international race, which went from Cairo to Alexandria. She was only the second woman ever to fly like this. El Nadi, who had to stop flying after an accident, died in 2002 aged 94. However, her achievements encouraged other women to have a **career** in flying. For example, in 1944, Linda Masoud became the first woman teacher at the flying school and Aziza Moharam later became a **director** there.

Critical thinking

1 Answer the following questions.

- a Where was Florence Nightingale born? *She was born in Italy.*
- b What was special about Florence Nightingale's nursing school?
- c What did Lotfia El Nadi do when she was only 26?
- d Why do you think Florence Nightingale's family thought that nursing was not a suitable job for their daughter?
- e Why do you think that Lotfia El Nadi wanted to become a pilot?
- f Why do you think that other women wanted a similar career to Lotfia El Nadi?

2 Read this quotation and answer the questions.

- a What kind of people want to become nurses?
- b What other jobs are there in which you have to look after other people?
- c What do you think hospitals were like when Florence Nightingale started work?
- d In what ways have hospitals improved since those times? Think about the following:

- cleanliness and hygiene
- equipment
- medicines
- staff
- technology

Florence Nightingale was determined to be a nurse and finally her parents agreed. She trained to be a nurse in Germany, and then returned to England to be in charge of a London hospital. There, she trained other women to be nurses and introduced new ideas into hospitals. For example, she made sure there was always hot water for doctors and nurses to use.



3 Discuss these questions in pairs.

- a What jobs can women do today that they could not do 50 years ago?
- b Do you think there are some jobs that only men or only women should do?
- c Can you think of other women who have worked hard for their community or their country?

WORKBOOK
PAGE 23



SKILLS FOR LIFE

Remember that everyone has the same ability to be successful in life if he / she works hard.



Communication skills Expressing enthusiasm

1 Discuss these questions in pairs.

- What makes you happy or enthusiastic about doing something?
- What are some of the things that your friends are enthusiastic about?

2 Listen to five short conversations and answer these questions.

- What is the reason for the speakers' enthusiasm in each conversation?
1 They can get a really good job when they finish studying.
- In which conversation does the second speaker sound most enthusiastic?



3 Listen again and tick the expressions used by the speakers that express enthusiasm.

FOCUS ON FUNCTIONS

Expressing enthusiasm

- ☐ Hey, that's terrific.
- ☒ That's really great news, isn't it?
- ☐ I can't tell you how happy that makes me.
- ☐ That's fantastic!
- ☐ I'm over the moon.
- ☐ I can't wait (to start).
- ☐ I'm really enthusiastic about it.
- ☐ I'm really looking forward to it.
- ☐ Wow! That's brilliant!
- ☐ What a great idea!
- ☐ Wonderful news!

4 Work in pairs. Take turns to be Student A and Student B.

Student A: Tell your partner some good news about some of these subjects:

- Some good news about your family or a friend.
- Something good that has happened at your school.
- The return of a popular TV programme.
- A future holiday that you will have.
- A new sport or activity that you can try.

Student B: Respond enthusiastically to the news that you hear, using expressions from *Focus on functions*.

5 Research the following about free-time activities

Do a class survey. Find out about the most popular free-time activities in your area. Think about the following:

- sports
- cultural activities
- places to go

Present your results in a leaflet or brochure.

WORKBOOK
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Emily Dickinson: "If I can stop"

- OBJECTIVES**
- Listening** Listening for gist and for specific information
 - Grammar** Distributives: *all, both, half, each, every, either, neither*
 - Reading** Reading for detailed information
 - Critical thinking** Understanding the importance of helping people
 - Functions** Summarising and paraphrasing
 - Writing** Writing a review of a poem



Listening

1 Discuss these questions in pairs.

- a Which words rhyme with *slow*?
- b What is a verse?

2 Choose the correct meaning of the words and phrases.

- a break someone's heart
A love someone
B make someone very unhappy
- b break rules
A do what you should
B not do what you should
- c challenging
A impossible to do
B interesting because it needs a lot of skill to do
- d moving
A making you feel strong emotions
B making you laugh
- e alive
A living
B not living

CHECK
IN YOUR
DICTIONARY

3 Listen to a talk about the poet Emily Dickinson. When were most of her poems published?

4 Listen again. Are these sentences True or False? Correct the false sentences.

- a Many modern poems do not follow the rules of traditional poems. True
- b Emily Dickinson's poems were very traditional.
- c Emily Dickinson's publisher changed her poems so they were easier to read.
- d Emily Dickinson liked to wear colourful clothes.
- e She spent a lot of her time travelling around the country.
- f She did not like friends to visit her house.
- g She wrote 800 poems.
- h Clare's favourite poem is called "If I can stop".

5 FOCUS ON PHRASES
WITH BREAK

What do you think the following phrases with *break* mean?

- a Emily Dickinson's poems often **broke the rules**. did not follow the usual rules
- b It **broke my heart** to hear about the earthquake.
- c You can go to prison if you **break the law**.
- d He walked up the mountain so quickly that he **broke a record**.
- e I never **break a promise**: I said I'd help you, so I will help you.

WORKBOOK
PAGE 25

Grammar Distributives: *all, both, half, each, every, either, neither*

GRAMMAR
REVIEW
PAGE 122

1 Choose the correct word in these sentences from the listening text. Then listen and check your answers.

- Poems usually have three or more verses and in **every** / **either** verse, there are words that rhyme.
- They may have **either** / **neither** no words that rhyme, or words that partly rhyme.
- When she was a child, she was good at **both** / **all** writing and playing the piano.
- She spent nearly **every** / **all** her life at home.
- She spent about **both** / **half** of her time writing poems.
- She preferred to write long letters to **each** / **all** friend instead.
- Two men wanted to marry her, but she accepted **either** / **neither** of their offers.

2 Find and correct the mistakes in the following sentences.

- I don't like neither of the T-shirts.
I don't like either of the T-shirts.
- I need to be good at every speaking and writing English to get the job.
- All engineer in the factory was given a separate job to do.
- Each the students in my class speak English very well.

3 Complete the sentences with the following words.

~~all~~ both each either
every half neither

- All the students in our class are from Cairo.
- The cake was cut into six pieces, so three of us ate of it and we kept the other three pieces until later.
- The teacher told the class that student had done very well that year.
- I was offered tea or coffee, but I had of them because I don't like hot drinks.
- The tour guide gave tourist a ticket to enter the museum.
- My mother said I could have a cheese or a chicken sandwich.
- I was very hungry, so I had the cheese and the chicken sandwich!



FOCUS ON GRAMMAR

Distributives: *all, both, half, each, every, either, neither*

- We use *all* with a singular verb with uncountable nouns, but with a plural verb with countable nouns:
All Mona's money **is** at home, so **all** her friends **are** helping her.
- We use *half* (of) before nouns. Use a plural verb after plural nouns:
He ate **half** (of) **the** cake **this** morning.
Half (of) **my** friends **like** tennis.
- Do not use *of* in expressions of quantity:
My house **is** **half** **a** kilometre from here.
- We usually use *each, every, either* and *neither* before singular nouns:
Each student wears a uniform.
Every person has a role in society.
Neither answer is correct.
- You can also use *each, either* and *neither* + *of* with plural nouns:
I don't like **either** of the photos.
I like **neither** of the photos.
Each of the girls spoke well.
- Use *each* to refer to members of a group as individuals. When there are only two in a group, we usually use *both*:
I gave **each** of my three brothers a card and **both** my parents a present.
- Every* has a similar meaning to *each* but usually refers to all the members of a group together:
Every student was given a book.
- Either* and *neither* refer to one of two.
Neither is the same as *not ... either*:
Sara and I can go on **either** Friday or Saturday, but **neither** of us can go on Sunday.

WORKBOOK
PAGE 26

Reading

1 Discuss these questions in pairs.

- a Which poems or poets do you know?
b What subjects do poets often write about?

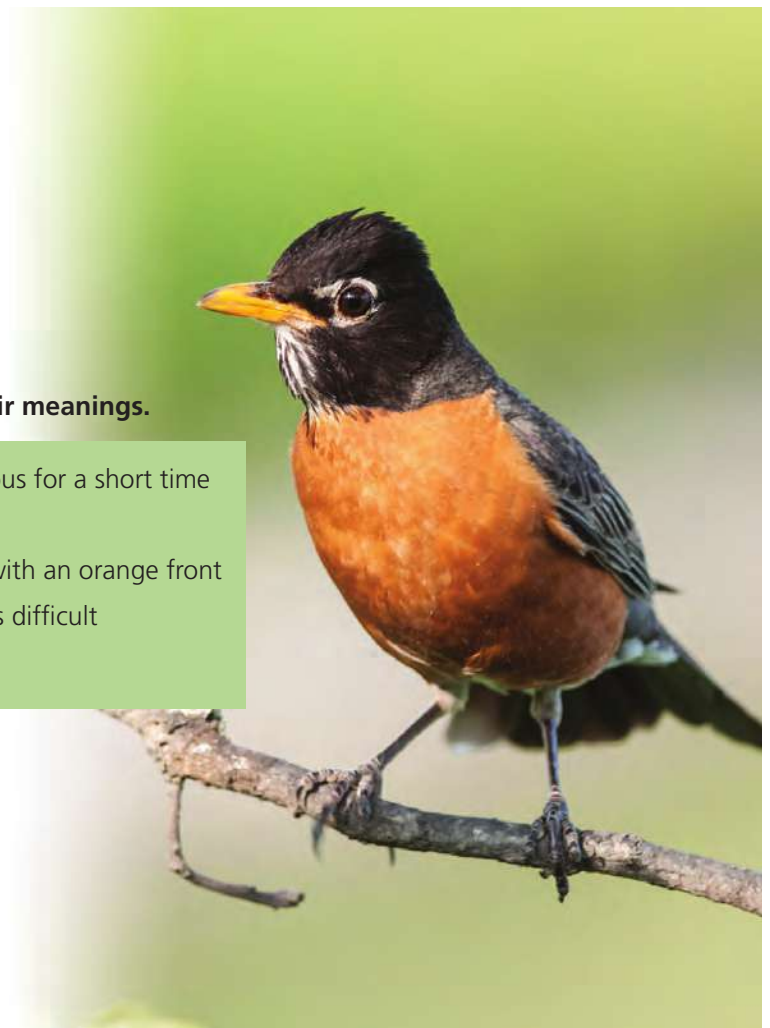
2 Match these words and phrases with their meanings.

- | | | |
|------------|---------------------------------------|---|
| a robin | 1 <input type="checkbox"/> | becoming unconscious for a short time |
| b aching | 2 <input type="checkbox"/> | without success |
| c fainting | 3 <input checked="" type="checkbox"/> | a small brown bird with an orange front |
| d in vain | 4 <input type="checkbox"/> | make something less difficult |
| e ease | 5 <input type="checkbox"/> | pain |

CHECK
IN YOUR
DICTIONARY

3 Read and listen to a poem by Emily Dickinson. Which words in the poem rhyme?

*If I can stop one heart from breaking,
I shall not live in vain;
If I can **ease** one life the **aching**,
Or cool one pain,
Or help one **fainting** robin
Unto his nest again,
I shall not live **in vain**.*



4 Read the poem again and choose the correct answer.

- a If the speaker in the poem can stop a person from being sad, her life ...
A will be wasted B will be successful
- b The speaker hopes she can make someone's life ...
A less painful B longer
- c The robin needs help into its nest because ...
A it is becoming unconscious
B it is very young

5 Work in pairs. Can you match these sentences with lines from the poem?

- a My life will not be wasted Lines 2 and 7
- b If I could stop one person from feeling sad
.....
- c If I could help someone who is feeling weak get to somewhere safe

6 To paraphrase means to write or say something in a shorter, simpler way. Can you paraphrase the poem in your own words?

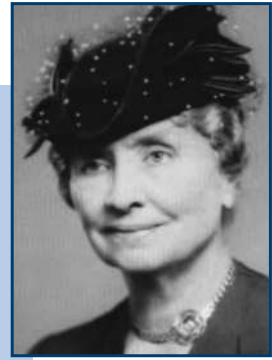
Critical thinking

1 Answer the questions.

- How many verses does "If I can stop" have?
- What is the message of the poem?
- Read the two quotations. Which one has the same message as the poem?
- What can you do in your life to follow the advice in the poem?

"The best and most beautiful things in the world cannot be seen or even touched – they must be felt with the heart."

Helen Keller

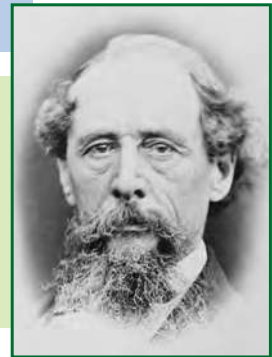


2 Discuss these questions in pairs.

- Do you like the poem? Why / Why not?
- What can we learn about Emily Dickinson's character from the poem?
- What can we learn about the people she knew?
- When do people need help in life?
- What can we do to help make people's lives better?

"No one is useless in this world who lightens the burdens of another."

Charles Dickens



3 Complete the sentences with these words and phrases.

ache ease faint in vain

- It was so hot inside the room that I thought I was going to faint.
- I ran ten kilometres yesterday and now my legs !
- Mona has a bad headache but this medicine should the pain.
- We walked up to the castle It was closed.

4 FOCUS ON ADJECTIVES AND ADVERBS STARTING WITH A-

- The adjective forms of some verbs start with a:

*The child is sleeping. = The child is **asleep**.*

The adverb form of some nouns also start with a:

*We swam to the shore. = We swam **ashore**.*

- Rewrite these sentences with the adjective form of the verb.

a I always wake up at six o'clock.

b That 500-year-old tree is still living.

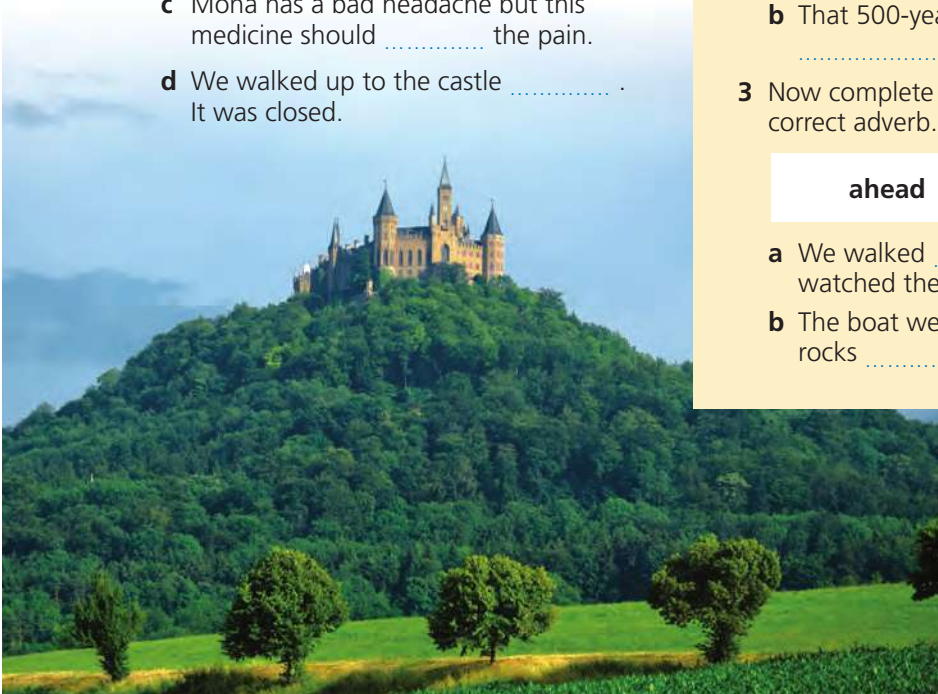
- Now complete these sentences with the correct adverb.

ahead along

a We walked the beach and watched the swimmers.

b The boat went slowly because there were rocks

WORKBOOK
PAGE 27



Communication skills Summarising and paraphrasing



1 Listen to a conversation and answer the questions.

- What are Ashraf and Tarek talking about?
They are talking about a poem.
- What does Ashraf think the poem is about?
.....
- Does Tarek agree? Why / Why not?



2 Listen again and put the expressions below in the order you hear them.

FOCUS ON FUNCTIONS

Summarising and paraphrasing

- ☐ What she's trying to say is that ...
- ☒ 1 Can you paraphrase / summarise that?
- ☐ I think I can summarise the (poem).
- ☐ I think that it means ...
- ☐ In other words



SKILLS FOR LIFE

Always try to understand how other people feel about things.

3 Work in pairs.

- Think of a short poem or song that you know in Arabic.
- Discuss what it means. Can you paraphrase or summarise it in English?

4 Work in different pairs.

- Take turns to read your song or poem to your partner.
- After you have heard the song or poem, ask the person to paraphrase or summarise it.
- Explain your song or poem to your partner using expressions from *Focus on functions*. Does your partner agree with you, or can they summarise it in a different way?



5 Research a modern Egyptian poet



Find out:

- what he or she writes about
- how he or she is different to traditional poets

RESEARCH

WORKBOOK
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Work-life balance

- OBJECTIVES**
- Listening** Predicting and listening for specific information
 - Grammar** *so / such ... that; enough / too ... to*
 - Reading** Predicting and reading for specific information
 - Critical thinking** Discussing how to relax
 - Functions** Asking for and giving reasons
 - Writing** Writing a text about a famous woman

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

accounts freelance (adj) organisation

2 Discuss this question in pairs.

The people in the pictures are freelance workers. What do you think is different about their working hours?

- 3 Listen to some freelance workers talking about their work. Do the speakers include any ideas which are similar to yours in Exercise 2?

- 4 Listen again and complete the table.

Advantages of freelance work

You can choose how much work you want to do.

Disadvantages of freelance work

5 Guess the meaning of the words in red from the listening text.

- a The problem with being a freelance worker is that you don't always get **regular** work.
- b You must meet the **deadlines**.
- c I can choose exactly which projects to **take on**.
- d If you are working for an organisation, they find the **clients** for you.
- e It is more **sociable** when you are working in an office.

CHECK
IN YOUR
DICTIONARY

6 Discuss this question in pairs.

What would you like or dislike about freelance work?

7 FOCUS ON COLLOCATIONS

We usually use **make** to talk about producing something, **do** for actions and **get** for receiving. Complete the sentences with the correct form of **make, get** or **do**. Then listen and check.

- a You can **make** your own timetable.
- b I'm only a few hours of work a day.
- c Freelance workers have to their own accounts.
- d The problem with being a freelance worker is that you don't always regular work.
- e It can be hard to money and look after my family.

WORKBOOK
PAGE 29

Grammar *so / such ... that; enough / too ... to*GRAMMAR
REVIEW
PAGE 123

- 1 Choose the correct word in these sentences from the listening text. Then listen and check your answers.

- a I'm **enough / too** busy to go to work every day.
 b Sometimes I worked **too / so** hard that I had to work until late at night.
 c There are times when you can't work hard **enough / such** to live comfortably.
 d I worked **so / such** long hours that I didn't have any time to myself.
 e Other freelance workers find doing their accounts is **enough / too** difficult for them to do on their own.

- 2 Choose the correct answer.

- a The exercise was **so / such** easy that I finished it in two minutes.
 b Rami is careful **enough / so** to make very few mistakes.
 c This soup is **too / enough** hot to eat.
 d The question is **difficult enough / too difficult** for the little boy to answer.
 e It's **such / so** an amazing play that you can't miss it.
 f They are **such / too** long questions that we don't have time to answer them all.

- 3 Complete the sentences with a word from each box.

enough ~~too~~
so such

~~difficult~~ long
good dark

- a The test was too difficult to finish.
 b It was not to see any stars in the sky.
 c The food in that restaurant is that we go every week.
 d It was a game that we didn't finish it until ten o'clock!

- 4 Now complete these sentences with a partner.

- a It is so hot outside ...
 b It is such an interesting book ...
 c The sea was warm enough ...
 d The wall was too high ...
 e There were so many people in the room ...

FOCUS ON GRAMMAR

so / such ... that; enough / too ... to

- We use *so* or *such ... that* and *enough / too ... to* to express result.
*That cake was **so nice** that I'll have another one!*
*They walked **so slowly** that they missed the train.*
- We use *such* before an adjective followed by a noun:
*It was **such a useful book** that I read it twice.*
*Tarek is **such a friendly person** that everyone likes him.*
- We use adjective / adverb + *enough + to + infinitive* to mean *as much* or *as many as necessary*. It usually has a positive meaning:
*Hamdi is **tall and fast enough to be** very good at basketball.*
*Hamdi is **clever enough to answer** the difficult questions.*
- We use *too + adjective / adverb + to + infinitive* to mean *more than is wanted or necessary*:
*The sea is **too cold to swim** in.*
*The coffee was **too hot to drink**.*
- Note that *not (hot / fast) enough to ...* means the same as *too (cold / slow) to ...*.

WORKBOOK
PAGE 30

Reading

1 Discuss this question in pairs.

Look at the pictures and the title of the article. What do you think the article is going to be about?

2 **FOCUS** ON VOCABULARY

Check the meanings of these words in your dictionary.

separate (v) **stress** (n) **task**

3 Read about work-life balance and complete the missing paragraph titles.

Take a break.

~~Separate work from home.~~

Don't carry work around.

Ask for help.

4 Which of the words in bold from the article mean the following?

- CHECK IN YOUR DICTIONARY**
- a when two equal things are treated as though they are equally important **balance**.
 - b have an illness or health problem
 - c making you worried and unable to relax
 - d not go to work for a period of time
 - e keep something less than a particular amount
 - f when you do not have enough of something

Finding a balance

A *Separate work from home.*

It is important for people to **separate** their work life from their home life. At the end of the work day, people should focus on the fact that this is also the end of that activity or **task**. Mothers and fathers both often need to work, but they have to balance their family and work. Parents who work should make sure that they spend enough quality time with their children.

B

Many people find it difficult to get the **balance** right between their work and their free time. Modern technology means that some people can be at work wherever they are. People can carry laptops and phones with them at all times which means that they can read their emails even in their free time. This allows many people to have more flexible working hours or to work from home. The problem is that some companies find it so easy to contact people that they expect them to be available for work all the time. Even people who are relaxing at home may get an important call from work that they have to answer.

C

Although most workers enjoy what they do, people need rest as well. Some people work such long hours that they may **suffer from stress**. This can lead to a **lack** of sleep and feeling exhausted at work. People should remember that athletes who train for a competition always take breaks, so why should they not do the same from work? A break can also help to **limit** the number of days they need to **take off** because of illness.

D

Everyone has times when work can be difficult. If you have a problem at work, ask your manager for advice. He or she should be able to help you. This is often the best way out of **stressful** situations. It is part of a manager's job to help people with their problems.



Critical thinking

1 Read this quotation from the article about finding a balance and answer the questions.

It is important for people to separate their work life from their home life. At the end of the work day, people should focus on the fact that this is also the end of that activity or task. Mothers and fathers both often need to work, but they have to balance their family and work. Parents who work should make sure that they spend enough quality time with their children.

- What does *separate their work life from their home life* mean?
- What does the article mean when it says that parents have to *balance their family and work*?
- What does it mean when it says parents should have *quality time* with their children?
- Do you think it might be difficult for people to forget about work when they go home? Why / Why not?
- Do you think that women might find it harder than men to balance their family and work? Why / Why not?
- Do you think that mothers should spend more quality time with their children than fathers? Why / Why not?

2 Answer the following questions.

- How can companies contact people even when they are not at work? *By phone or email*
- What two advantages has this allowed people?
.....
- What are the disadvantages of this?
- What problems can stress lead to at work?
- Why does the article talk about athletes?
- According to the article, why should people not be afraid to ask for help at work?



SKILLS FOR LIFE

Remember that women often have to work and to look after their families. Help your mother as much as you can.

3 Discuss these questions in pairs.

- Read these tips for relaxing. Which do you think would work for you? Why?
- Can you add any other tips for relaxing?

Laugh! This is the best medicine that we know. It really improves your health when you laugh.

Run, do a sport or go to the gym. Exercise is the best way to manage stress and it doesn't have to cost anything.

Be positive. Pessimistic thoughts will increase your worries. Tell yourself that you are doing a good job and believe it!

Be helpful. Not only does helping your family and friends make you feel calm, but it makes other people feel better, too.

4 FOCUS ON WORDS WITH RELATED MEANINGS

- Use your dictionary to check the difference in meaning between these pairs of words.

- | | | |
|---|---------------------------|-----------------|
| a | <i>feel</i> | <i>suffer</i> |
| b | <i>training</i> | <i>exercise</i> |
| c | <i>available for work</i> | <i>at work</i> |
| d | <i>remind</i> | <i>tell</i> |

- Now complete these sentences with the correct words.

- The manager asked him if he was *available for work* next weekend.
- He says his legs will after that long run!
- me to buy a newspaper on the way home, or I will forget.
- Although she does not have time for much, she is very healthy.

Communication skills Asking for and giving reasons



1 Listen to this conversation, answer the question and do the following.

- a Who does each speaker admire? *A primary school teacher.*
- b Listen again and tick the phrases below that you hear.



ON FUNCTIONS

Asking for reasons

- ☐ Can you tell me why?
- ☒ Why ...?
- ☐ Is that the reason ...?
- ☐ Is that why ...?
- ☐ What (did you choose her) for?
- ☐ What's the reason for ...?

Giving reasons

- ☐ (It's) because ...
- ☐ For (two / three) reasons.
- ☐ To start with ...
- ☐ Firstly / Secondly, because ...
- ☐ That's one of the reasons.
- ☐ Mainly because ...

2 Plan a talk about a woman you respect.

- a Choose a woman to talk about. The person can be one of the following:
- someone who is living now or someone from the past.
 - someone from Egypt or from another country.
 - someone you know or someone who is known by many people.
- b Complete this questionnaire about the woman you have chosen.

Name:

Nationality:

Now or in the past?

Well-known or unknown to most people?

Occupation or situation:

Person's good qualities:

Reasons why I respect this person:

1

2

3

3 Work in small groups.

- a Take turns to describe the woman you have chosen. Use the notes you made in the questionnaire.
- b Do not interrupt students when they are talking, but when they have finished, ask why they chose their person. Use some of the phrases from *Focus on functions*.

4

Research the following about a famous woman



Find out:

- why she is or was famous
- some interesting facts about her

RESEARCH

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PAGE 32

Revision B

Listening

1 Discuss these questions in pairs.

- a What qualifications would be useful if you wanted to become a journalist, do you think?
- b What kind of news does a local newspaper report?

2 Listen to a job interview. Which job does the woman want to do and why?

3 Listen again. Are these sentences *True* or *False*? Correct the false sentences.

- a The interview is for a new member of staff.
False. It is for a freelance job.
- b The woman who wants the job studied how to be a journalist at university.
.....
- c Her first job was on a large national newspaper.
- d She only wrote news at the place where she first worked.
- e The people at her first job liked her work so much that she became manager.
.....
- f The woman would like to get some experience working for a large national newspaper.
- g The woman wants to work flexible hours because she has a baby.
- h The interviewer will call her tomorrow.
.....



4 Discuss these questions in pairs.

- a Would you give the woman in the interview the job? Why / Why not?
- b The woman in the interview has a law degree. What kinds of job would a law degree usually be suitable for?
- c Now suggest possible occupations for students with the following degrees. You can check in your dictionary.

business studies English history
geography politics

5 Match to form two-word phrases from the listening text, then write a sentence using each phrase in context.

- | | | |
|-------------|---|--|
| a freelance | 1 | <input type="checkbox"/> staff |
| b law | 2 | <input type="checkbox"/> hours |
| c local | 3 | <input checked="" type="checkbox"/> a journalist |
| d member of | 4 | <input type="checkbox"/> newspaper |
| e flexible | 5 | <input type="checkbox"/> degree |

- a *My cousin is a freelance journalist.*



Grammar

1 Choose the correct answer.

- a There are two pens on the desk, but of them is mine.
 A either **B neither** C both D all
- b The teacher talked to of the fifteen students while they were working.
 A either B every C each D both
- c The museum is open today and tomorrow, but I can't go on day.
 A neither B both C either D all
- d My parents have a mobile phone.
 A all B each C every D both
- e My father runs in the park day of the week.
 A every B all C half D either

2 Match a–f with 1–4 and complete with these words.

enough so such too

- | | |
|------------------------------------|--|
| a The test was easy | 1 <input type="checkbox"/> that we all fell asleep before the end. |
| b It was delicious food | 2 <input type="checkbox"/> that nobody has been to the top of it. |
| c The film was long | 3 <input type="checkbox"/> to go in that box. |
| d It is a dangerous mountain | 4 <input type="checkbox"/> to go swimming. |
| e The toy is big | 5 <input type="checkbox"/> that we all asked for more. |
| f The sea isn't calm | 6 <input checked="" type="checkbox"/> that we all got a hundred percent. |

3 Rewrite these sentences using a relative clause.

- a Dr Aisha Abd El-Rahman wrote in the newspaper *Al-Ahram*. She was born in 1913.
Dr Aisha Abd El-Rahman, who was born in 1913, wrote in the newspaper Al-Ahram.
- b I read an interesting article. In the article, a woman argued for a more positive role for women in society.
- c Florence Nightingale wanted to be a nurse. Her family did not think that this was a suitable job for her.
- d Emily Dickinson did not like to leave her home. She wrote most of her poems there.
- e Emily Dickinson was a very famous American poet. Her poems were published after her death.

4 Complete these sentences with your own ideas.

- a Primary school was a place where ...
- b The summer holiday last year was a time when ...
- c I've just read a book which ...
- d My cousins are people whose ...
- e My best friend is a person who ...
- f The school subject that ...



Reading

1 Look at the title below and discuss these questions in pairs.

- a Who was Marie Curie?
- b Why do you think she was important to Dr El-Sayed?

2 Read the article and do the following.

- a Check your answers to Exercise 1.
- b Complete the article with these words.

appreciated both educate ~~either~~
enough occupation who

3 Read the article again and answer these questions.

- a Where was Dr Karimat El-Sayed working when she won her award? *She was working at Ain Shams University in Cairo.*
- b What did she do to win this award?
- c Why is she special in the world of science?
- d What did the teacher in Britain show her?
- e Why has El-Sayed travelled around Egypt?
- f Why does she think that the pioneers in science today are often women?

Karimat El-Sayed thanks Marie Curie

You may not know **a** *either* the name Dr Karimat El-Sayed or her work, but in 2003 she won an award as one of the best women scientists in the world. Dr Karimat El-Sayed, **b** was a science professor at Ain Shams University in Cairo, won the award for her work on the structure of metal. Dr El-Sayed is special in the world of science because she was the first Egyptian woman to receive one of these awards. As an enthusiastic scientist, she has spent much of her life encouraging other women to become scientists. "When you **c** a woman, you educate a family, a nation," she says.

When she was at secondary school, Dr El-Sayed heard about the discoveries of the woman scientist Marie Curie and decided that she wanted to be a scientist herself. El-Sayed, who worked very hard at school, was

good at **d** science and maths. However, it was not common for women to go to university at that time, so it took her a long time to get her family to agree to the idea.

After she had graduated, El-Sayed travelled to Britain to continue her studies. There, one of her women teachers, who was also a scientist, really inspired her. The teacher showed her that it was possible to balance having an important job with having a family, explaining that after work, she really **e** her time with her children. Later, El-Sayed married a man who was also a research scientist, and they had three children.

Dr El-Sayed has spent a lot of her time travelling around Egypt encouraging girls to think seriously about science as an **f** She thinks that there are not **g** women scientists to do important work, although they are often good at research. "Women like details. The pioneers (in science today) are women."



Communication skills Project

1 You are going to do a survey about successful women in Egypt.

- First, make a list of five successful women. They can be alive now or they can be from history.
- Think of reasons why they are successful.



Nefertiti



Lotfia El Nadi



Dr Aisha Abd El-Rahman



Abeer Abdelrahman



Rania Elwani

2 Work in pairs and do the following.

- Compare your lists. Ask your partner why he or she chose these women. Use some of these expressions.

- What did you choose her for?
- Can you tell me why ...?
- What's the reason for ...?
- Is that why / the reason that ...?

- Listen to your partner's questions about the women you chose and answer using some of these expressions.

- To start with ...
- It's (mainly) because ...
- For (two / three) reasons.
- Firstly / Secondly because ...

- When you have listened to your partner, decide between you on the two most successful women on your list.

3 Give a talk.

- When you have chosen the two most successful women, give a talk to the class.
- Give reasons for your choices.

4 After you have heard each person's talk, work in pairs to summarise what you heard. Use some of these expressions.

- I think I can summarise the talk.
- What he's / she's trying to say is that ...
- I think that he / she means ...
- In other words ...

5 Have a class vote.

- As a class, have a vote on who you think is the most successful woman in Egypt.
- When you have decided, work in pairs. Imagine that one of you is the most successful woman in Egypt. Tell her that she has won. The woman can respond using some of these expressions.

- Hey, that's terrific.
- That's really great news, isn't it?
- I can't tell you how happy that makes me.
- I'm over the moon.
- Wow! That's brilliant / fantastic!

Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

charitable colleague envy
female loyal male
value (n) voluntary

2 Work in pairs and do the quiz.

1 Who do you like to work with?

- a My friends and people like me.
- b All kinds of people.

2 How would you feel if someone that you knew got a better job than you?

- a I would be angry.
- b I would work harder so I got a good job, too.

3 What do you like to do at the weekends?

- a I relax and watch TV.
- b I relax, but I also like to help other people.

4 What have you learned at school?

- a How to pass exams.
- b How to pass exams and how to behave in life.

3 Do you think that you have better morals if you answered mostly a or mostly b to each question in the quiz? Why?

4 Read the article about values and morals and answer the questions.

- a According to the article, what changes happen when a student leaves secondary school?
- b What should students never forget after they leave school?
- c How should you be with people who are very different from you?
- d What should you not feel if someone is promoted before you?
- e What is the best way to be rewarded at work?
- f Why should you help your local community?
- g What does the article say is rewarding?

Values and morals

At school, you have probably had the support of your teachers, your family and your friends. When you leave secondary school, you will start to have responsibility for your own life. This means being in control of your time and also your choice of career. However, it is important never to forget the **values** and morals that your family and your school have taught you.

Show respect to older people, but also to your work **colleagues**, both **male** and **female**. Remember to be tolerant of people who are different to you. Be **loyal** to all your friends.

When you are at work, make sure that you help and support your work colleagues. It is good to be ambitious, but do not **envy** people who are promoted before you. Be patient and always work hard, and you will be rewarded one day.

When you are not at work, spend some time helping your local community. This is an excellent way to meet new people, and to help improve the lives of others. Try to help the poor whenever you can. Most people find that **voluntary** and **charitable** work is so rewarding that they are happy to do it.

Your school has taught you how to pass your exams, but it has also taught you important values and morals that will help whatever career you choose.

5 Discuss this question in pairs.

What kind of voluntary or charitable work could you do in the future?

6 PROJECT

- a Use the internet or the library to find out about charities.
 - Which charities are there that help your community?
 - Which activities could you do to help the community?
- b Work in small groups. Make a poster advertising which charities and activities are available to the community.

Reach for the stars

- OBJECTIVES**
- Listening** Listening for specific information and for detail
 - Grammar** Passive forms: present, future and infinitive
 - Reading** Reading for gist and for specific information
 - Critical thinking** Understanding the benefits of technology
 - Functions** Agreeing and disagreeing
 - Writing** Writing an essay expressing opinions



Listening

- 1 Discuss this question in pairs.
What do you think *reach for the stars* means?

- 2 Check the meanings of these words and phrases in your dictionary.

launch (v) leak (n) mission weightless

- 3 Listen and answer these questions.
- Where could you hear this conversation? *On a radio programme*
 - Who are the two speakers?
 - What is going to happen in the next two days?

- 4 Listen again and choose the correct answers to these questions.

- What time is the space rocket launching?
A early morning **B early evening** C late morning D late evening
- What are the astronauts going to do in space?
A Build a space station. B Clean the space station.
C Repair the space station. D Walk around the space station.
- There is a problem with ...
A the temperature control system B the water system
C dangerous equipment D the outside of the space station
- Why does the astronaut say that the space walk is not dangerous?
A He has done space walks before. B He will be attached to the space station all the time.
C The astronauts look after each other. D Astronauts are well trained to do space walks.

5 FOCUS ON REACH

The verb *reach* can mean different things depending on the context. Match these uses of *reach* with their meanings.

- | | |
|--|-------------------------------------|
| 1 <input checked="" type="checkbox"/> It takes six hours to reach the Space Station. | a get to a particular level |
| 2 <input type="checkbox"/> The baby is reaching towards the vase of flowers. | b move your hand to touch something |
| 3 <input type="checkbox"/> That ladder can reach the top of the wall. | c arrive at a place |
| 4 <input type="checkbox"/> Temperatures in the desert can reach 50°C. | d be long enough to get to a place |

Grammar Passive forms: present, future and infinitive

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1 Underline the passive verbs in these sentences from the listening text. Which form of the passive are they?

- a I'm being taken with two other astronauts to a secret location. *Present continuous passive*
- b There are two or three little things that need to be looked at.
- c Then all the equipment will be examined.
- d We're given a lot of training.
- e We're told exactly what to do in these situations.
- f I'm sure you'll be interviewed by a lot of journalists after your mission.

2 Change these sentences into the passive.

- a We will interview the astronauts in the International Space Station.
The astronauts in the International Space Station will be interviewed.
- b We are taking a lot of photos of the astronauts.
- c We always learn a lot from space missions.
- d Scientists will probably build a new space station in the future.
- e They will send many astronauts from many countries into space.
- f They could fly into space in special rockets.

3 Choose the correct verbs to complete these sentences.

- a The hotel rooms **will decorate** / **will be decorated** next month.
- b The internet **is using** / **is used** everywhere.
- c My car needs **to be repaired** / **to repair**.
- d Let's hurry; the plane is going to **take** / **be taken** off.
- e A lot of fast food **is sold** / **sell** every day.

4 Correct the underlined verbs.

- a English speaks everywhere. *is spoken*
- b Is the exercise doing now?
- c I think fewer letters will write in the future.
- d School rules have to follow.
- e Could your maths problem solve?

FOCUS ON GRAMMAR

Passive forms: present, future and infinitive

- We use the passive form when the action is more important than the agent (who or what did it):
*The International Space Station **is seen** in the sky every night.* (It is not important who sees it.)
- The passive is formed using the verb *be* in the same tense as the active verb, followed by the past participle.
- Present simple passive (*am / is / are* + past participle):
(active) → We always **take** the bottles for recycling. (passive) → The bottles **are** always **taken** for recycling.
- Present continuous passive (*am / is / are* + *being* + past participle):
(active) → The chef **is preparing** lunch now. (passive) → Lunch **is being prepared** now.
- Future simple passive (*will* + *be* + past participle):
(active) → The teachers **will mark** the exams tomorrow. (passive) → The exams **will be marked** tomorrow.
- Passive infinitives (*be* + past participle) are used after modal verbs and *going to*:
(active) → We **could see** many tourists in the pool. (passive) → Many tourists **could be seen** in the pool.
(active) → The government **is going to build** a new road. (passive) → A new road **is going to be built**.
- If we want to say who or what did the action, we use *by*:
*I think the new park **will be used by** all the children in the area.*

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Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

anniversary distance giant
gravity hopeful horrible
representative side effect
spin (v) tourism

2 Read the article quickly to find the answers to these questions.

- a Why is 20 July 2019 an important date?
It is the 50th anniversary of a man first walking on the moon.
- b What will happen 320 kilometres above the earth?
- c What costs a lot of money at the moment?

3 Read the article again and complete these sentences.

- a July 1969 was when a man first *walked on the moon.*
- b Space tourists will be flown to a space station by
- c Travellers will do weightless sports in
- d People do not need to worry about the side effects of space travel because there will be
- e People who have already travelled in space describe the feeling of looking down on the earth as
- f In the future, it is expected that the cost of space holidays

4 Discuss these questions in pairs.

- a What do you think you would like and dislike about a holiday in space?
- b Would you enjoy being weightless? Why / Why not?

Space holidays

20 July 2019 is the 50th **anniversary** of a man first walking on the moon. Now a **representative** for the World **Tourism** Organisation predicts that, in the next ten years, people will be taken into space for their holidays. They will be flown in a spaceship to a space station which will orbit the earth at a height of 320 kilometres – that is about the same as the **distance** from Cairo to El-Minya. The space station itself will be like a **giant spinning** wheel that looks like a bike wheel. There will be two special areas: one with **gravity** like earth and one with zero gravity for weightless sports.

Some people who are interested in space holidays are worried that, as space tourists, they will suffer from the same **horrible side effects** as astronauts have suffered from, but experts are **hopeful** that there will be treatments for most side effects.

Just think about such a holiday in space! Everyone who has travelled in space has described the amazing feeling of looking down on the earth as it spins below you. It will be impossible to go shopping or go for a walk, but think of the fun you can have with weightless football or weightless basketball.



For most people, the main disadvantage is the cost of space holidays. At the moment, the cost of a holiday is very high. But, like everything else, the more people want to do something, the cheaper it will become. So, if you are interested, start saving now!

Critical thinking

1 Answer the following questions.

- When is it predicted that people will go on space holidays? *In the next ten years*
- What does the writer of the article compare the space station to?
- What weightless sports will people do in space?
- Do you think that many people will want to book their holidays in space? Why / Why not?
- What kind of side effects do you think astronauts have suffered in space?
- What do you think the earth looks like from a height of 320 kilometres?

2 Read this quotation from the article and discuss the questions.

20 July 2019 is the 50th anniversary of a man first walking on the moon.

- Why do you think that a man first walking on the moon in 1969 was so important?
- Countries spend a lot of money on space exploration. What do you think is their main reason for doing this?

3 Discuss these questions in pairs.

- How has technology improved the lives of people in your country over the last 50 years? Think of these areas of life:

- | | |
|------------------|-------------|
| • Transport | • Education |
| • Communications | • Work |
| • Health | • Homes |

- How do you think our lives will be improved by technology in the future?



SKILLS FOR LIFE

It is important to understand new technology because most jobs will expect you to use it.



4 FOCUS ON THE SUFFIX -FUL AND -LESS

- The suffix *-ful* usually means *full of*, while the suffix *-less* usually means *without*:

Experts are **hopeful** that there will be treatments for most side effects.

The area for zero gravity is for **weightless** sport.

- Complete these sentences with the correct form of these words.

~~fear~~ home pain power
taste use

- Tarek is not frightened of anything. He is **fearless**.
- My phone can do many things. It is really
- It is very sad that there are many people living in the city.
- I don't like this sandwich. It is completely
- My tooth hurts. It is really
- The car can go very fast. It is extremely

Communication skills Agreeing and disagreeing with an opinion

1 Complete the questionnaire.

Modern technology

Do you agree with A–G below? Circle your answers.

[1 = strongly agree / 2 = agree / 3 = don't know / 4 = disagree / 5 = strongly disagree]

- | | |
|--|-----------|
| A Modern technology has improved everyone's lives. | 1 2 3 4 5 |
| B Some people have benefited more from modern technology than others. | 1 2 3 4 5 |
| C Computers, mobile phones and satellite technology have made people happier. | 1 2 3 4 5 |
| D We should spend more money on education and health and less on new technology. | 1 2 3 4 5 |
| E Instant communication by satellite technology is a good thing. | 1 2 3 4 5 |
| F Space exploration is a waste of money. | 1 2 3 4 5 |
| G We need modern technology to help solve problems like climate change, global warming, etc. | 1 2 3 4 5 |

2 Compare answers with a partner. Agree or disagree with each other using expressions from Focus on functions.

FOCUS ON FUNCTIONS

Agreeing with an opinion

I (completely) agree.
I couldn't agree more.
(Yes), you're quite right.
I'd go along with that.
That's true.

Disagreeing with an opinion

I (completely) disagree.
I don't agree.
I'm not (so) sure.
That's (just) not true.

3 Work in groups of three or four.

- Choose one of the sentences A–G from the questionnaire and write your opinion.
I do not believe that space exploration is a waste of money.
- Make a note of your reasons, for example:
 - Everyone benefits from space technology in their everyday lives. For example, satellite technology is used for mobile phones, television, etc.
 - People have always explored their world. The next step is to explore space.
 - Space exploration is exciting.
 - We may need to live in space in the future.
- Take turns to give your opinions and your reasons. Don't read your notes, but refer to them as you speak.

4 Research the following about space technology

Find out:

- how we use space technology every day
- which materials we use that were first used in space

Then say how you think space technology might help us in the future.

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Arthur C. Clarke: 2001: A Space Odyssey

- OBJECTIVES**
- Listening** Listening for specific information and listening for detail
 - Grammar** Past passive and present perfect passive forms
 - Reading** Reading for gist, reading for detail and guessing the meaning of words
 - Critical thinking** Appreciating science fiction; understanding the importance of exploration
 - Functions** Talking about advantages and disadvantages
 - Writing** Writing about the history of space travel

Listening

1 Discuss these questions in pairs.

- What kind of books do you like to read?
- Do you prefer books about facts or fiction? Why?

2 FOCUS ON VOCABULARY

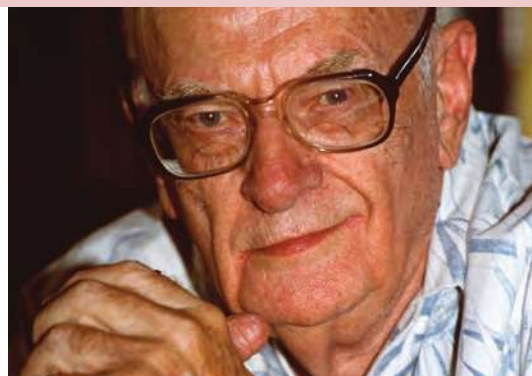
Check the meanings of these words in your dictionary.

consultant director physics
radar technician foundation

3 Listen to a talk about the science fiction writer Arthur C. Clarke. What is he famous for, as well as his writing?

4 Listen again and choose the correct information.

- Arthur C. Clarke's father was a farmer / **writer**.
- Arthur C. Clarke **went to university** / **got a job** when he finished school.
- During the war, he worked with **spaceships** / **radar**.
- His science fiction stories were published in **books** / **magazines**.
- Many of his stories were about people travelling **into space** / **under the sea**.
- Scientists and technicians asked Clarke about his ideas for **radar** / **satellites**.
- Arthur C. Clarke helped a director to make a film of **one** / **three** of his stories.
- The film, *2001: A Space Odyssey*, **was not** / **was** very popular.



5 Discuss these questions in pairs.

- Have you watched *2001: A Space Odyssey*?
- Which science fiction films have you seen? What did you think of them?
- Do you know any science fiction stories that have come true? What happened?

6 FOCUS ON SUFFIXES FOR JOBS

- Many words for jobs end with the suffix **-ian** or **-ist**, for example *technician*, *scientist*.
- Complete these sentences with the correct form of the word in brackets. Check in your dictionary.
 - If you like working with electrical goods, you should become an electrician. (*electricity*)
 - My brother wants to become a (*politics*)
 - After studying ancient history, Mona became an (*archaeology*)
 - We want to buy some medicine from the (*chemicals*)

Grammar Past passive and present perfect passive forms

GRAMMAR
REVIEW
PAGE 1231 Underline the passive forms in these sentences from the listening text.
What is the tense of the passive verbs?

- a Radar was being used for the first time, to help planes to land. *Past continuous passive*
- b Many science articles by Clarke had been published in magazines before the war ended.
- c His science fiction stories were also published in magazines.
- d Scientists and technicians knew that Clarke could be asked about spaceships and satellites.
- e Clarke was asked to work on a film for the famous director Stanley Kubrick.
- f The film has been watched by many millions of people since it was made in 1968.
- g There are now parts of space that have been named after him.

2 Rewrite the sentences in Exercise 1 using active verbs.

- a *Scientists were using radar for the first time, to help planes to land.*

3 Find and correct the mistakes in the following sentences.

- a By last summer, the new factory had built.
By last summer, the new factory had been built.
- b When Father returned home, his dinner was making.
.....
- c I had waited at the garage until my car repaired.
.....
- d My mobile lost in the sports club yesterday.
.....

FOCUS ON GRAMMAR

Past passive forms

- **Past simple passive** (was / were (not) + past participle):

The government **built** a new school in the village last year. (active)

A new school **was built** in the village last year. (passive)

- **Past continuous passive** (was / were (not) + being + past participle):

They **were decorating** my house all day yesterday. (active)

The house **was being decorated** when my father came home. (passive)

- **Present perfect passive** (has / have (not) + been + past participle):

Actors **have used** the hotel in many famous films. (active)

The hotel **has been used** in many famous films. (passive)

- **Past perfect passive** (had (not) + been + past participle):

Mother **had not made** the bread before we went to bed. (active)

The bread **had not been made** before we went to bed. (passive)

4 Answer these questions with the passive form of the verbs and the information in brackets.

- a When did they first send a rocket into space? (1944)
The first rocket was sent into space in 1944.
- b How many people have they sent to walk on the moon? (12)
- c How many times had spaceships flown to the moon before Apollo 11 in 1969? (many)
- d When could people first see photographs of the dark side of the moon? (1959)

5 Choose the correct verbs to complete these sentences.

- a New bridges **have been** / **have** built in Cairo recently.
- b When we arrived at the hotel, our room **was preparing** / **was being prepared**.
- c The computer **was checked** / **was checking** by the teacher yesterday.
- d The house **had decorated** / **had been decorated** before the party.

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Reading

1 Discuss these questions in pairs.

- What is happening in the picture?
- Do you think that people will travel to different planets in the future? Why / Why not?
- What problems do you think people would have on long space journeys?



2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

be about to emergency
interrupt pressure

3 Read this summary of part of Arthur C. Clarke's *2001: A Space Odyssey*. What problems did the astronauts have?

4 Guess the meanings of these words in bold from the story from their context.

CHECK
IN YOUR
DICTIONARY

controls (n) horrified
threaten zero-gravity

5 Read again and answer the questions.

- Why were the three astronauts being looked after by Bowman and Poole?
They were sleeping on the long journey to Saturn.
- Who or what was Hal?
- Why did Hal interrupt Poole's video message?
- Why was it easy for Bowman to change the part in space?
- Why did Bowman and Poole decide to contact earth?
- What happened to Poole while he was outside the spaceship?
- How did Bowman make Hal help him to wake the astronauts?

2001: A Space Odyssey

Only two men were awake on the spaceship *Discovery*. Their names were David Bowman and Frank Poole. Their job was to look after the spaceship and the three other astronauts, who were sleeping during the long journey to the planet Saturn. Bowman and Poole were helped by Hal, an extremely intelligent computer. One morning, Poole was watching a video message that had been sent to him by his family on earth. It was **interrupted** by Hal, who said that part AE35 of the spaceship **was about to** fail. Part AE35 was important because it sent messages to earth.

Poole went outside the spaceship to replace the part. He was used to working in **zero-gravity** so he changed the part easily. However, when Bowman checked the old part later, he found nothing wrong. That afternoon, Hal told them that the new part AE35 was also about to fail. The men were not used to hearing that there were problems with the spaceship and they thought that this was strange, so they contacted earth. They were told that something was wrong with Hal and that they should turn the computer off. Suddenly, they lost contact with earth. Part AE35 was not working.

Poole decided to replace the new part AE35, but while he was outside, the spaceship suddenly moved forward and hit him. He was killed. Bowman was **horrified** and wondered if Poole was killed by Hal. He decided to wake up the other astronauts, but to do this, he needed Hal's help. At first, Hal refused, but when Bowman **threatened** to cut Hal's wires, the computer finally agreed.

Bowman started to wake up the other astronauts, but suddenly he felt the inside of the spaceship become very cold. The **pressure** inside the spaceship was falling fast and all the air was disappearing. Bowman ran to an **emergency** room so he could breathe some oxygen. He now understood that the computer that had been built to help him was trying to kill him. He had to find Hal's **controls** so that he could turn off the computer.

Critical thinking

1 Read this quotation from *2001: A Space Odyssey* and discuss these questions in pairs.

- Who was Bowman?
- Why did he have to run to an emergency room?
- Why did he think that the computer was trying to kill him?
- What do you think will happen next in the story?

Bowman ran to an emergency room so he could breathe some oxygen. He now understood that the computer that had been built to help him was trying to kill him. He had to find Hal's controls so that he could turn off the computer.

2 Discuss these questions in pairs.


- Do you think that computers could ever go wrong and try to hurt people? Why / Why not?
- What do you think of science fiction? Can we learn anything from it?
- Do you think that science fiction can ever become science fact? Why / Why not?

3 Work in pairs. Read these quotations. Which do you agree with?

- | | |
|---|--|
| <ul style="list-style-type: none"> Space exploration is a waste of time and money. We should use this money to solve problems on earth. | <ul style="list-style-type: none"> Everywhere on earth has been explored. Now we should explore everywhere in space. |
| <ul style="list-style-type: none"> In the future, when there are too many people on the earth, we will need to move into space to survive. | <ul style="list-style-type: none"> One day, space travel will be common. People will work and go for holidays in space. |

4 Discuss these questions in pairs.

- Would you like to go into space? Why / Why not?
- People have explored the earth since the beginning of time. Why do you think exploration is so important?
- Which areas of the world would be most interesting to explore, do you think? Why?
- Which areas of the world do you think are least explored, and why?



SKILLS FOR LIFE

Although it is not real, fiction can give you many ideas which you can use in life. Read as much as you can.

5 FOCUS ON ABOUT

The adverb *about* can mean different things. Match these examples of *about* with their meanings.

- | | |
|---|---|
| 1 <input checked="" type="checkbox"/> d There were about 100 people in the theatre. | a ready to start doing something |
| 2 <input type="checkbox"/> I was about to go out when my friend arrived. | b almost |
| 3 <input type="checkbox"/> Breakfast is just about ready. | c nearby |
| 4 <input type="checkbox"/> There's a message for Ahmed. Is he about? | d a little more or less than a number or amount |

Communication skills

Talking about advantages and disadvantages

- 1 Read this definition of artificial intelligence (AI) and answer the questions.

artificial intelligence (*n*) the science of how to make computers do things that usually need human intelligence

- a Which of the following are examples of artificial intelligence?
- computers translating languages
 - computers answering questions
 - cars without drivers
 - email warnings from a bank
- b Do you think that artificial intelligence is a good thing or bad thing? Why?



- 2 Listen to a conversation about artificial intelligence and answer the questions.

- a Do Hala and Randa have the same ideas as you had in Exercise 1?
b What happened to the computer that learned to play chess?

- 3 Listen again and put the expressions below in the order that you hear them.

FOCUS ON FUNCTIONS

Talking about advantages and disadvantages

- a ☐ One negative / positive side is that ...
b 1 What are the pros and cons?
c ☐ A positive / negative side to that is ...
d ☐ What is the advantage / disadvantage of that?
e ☐ Another advantage / downside is that ...
f ☐ What is the benefit / downside of that?

- 4 Work in pairs. Talk about the advantages and disadvantages of the following, using expressions from *Focus on functions*.

- a social media
b the internet
c space travel
d tourism
e ebook readers
f electric cars

- 5 Compare your answers to other pairs.

- 6 Research the history of space travel

- Find out about two of the following:
The first man on the moon
The Space Shuttle
The Mir Space Station
- Give a talk to the class, telling them what you have found.

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Science and scientists

- OBJECTIVES**
- Listening** Listening for gist and for detail
 - Grammar** Causative: *have* and *get*
 - Reading** Reading for gist and to guess the meaning of unknown words
 - Critical thinking** Appreciating the importance of science
 - Functions** Asking for and giving facts
 - Writing** Writing an essay about a scientist

Listening

1 Discuss these questions in pairs.

- a How often do you use a mobile phone?
- b What problems might you have if you use a mobile phone a lot?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cancer cause (n) illness install
link (n) mast signal (n)

3 Listen to a talk about signals for mobile phones. How big are the dangers from mobile phones and phone masts?

4 Listen again and complete these sentences with information from the listening text.

- a Scientists think that mobile phone signals are too weak to damage our health.
- b Mobile phones have not been around long enough to
- c Parents should limit the amount of time that children
- d People who live near mobile phones masts worry
- e Some people have complained about
- f In the experiment, the mobile phone mast was only turned on
- g The students probably felt ill because
- h To be safe, scientists believe that mobile phone masts

5 Discuss these questions in pairs.

- a Do you worry that mobile phone signals might damage your health? Why / Why not?
- b Do you think that some people spend too much time on their mobile phones? Why / Why not?
- c Would you want to sleep next to a mobile phone that was on? Why / Why not?
- d Do you think that the experiment with the students was useful? Why / Why not?
- e Why is it important to research the possible causes of illnesses?

Grammar Causative: *have* and *get*

- 1 Underline the examples of *have* and *get* and the verbs that follow them in these sentences from the listening text.
- Parents should get their children to limit the amount of time they spend using mobile phones.
 - They should also get them to turn off their mobile phones when they go to sleep.
 - They had ten students move into a house with a mobile phone mast in the garden.
 - They had the mobile phone mast turned on.
 - Scientists believe that we should have mobile phone masts installed in high or remote areas.
 - It's probably a good idea for people who live close to mobile phone masts to get their health checked frequently.

- 2 What is the difference between these pairs of sentences? Discuss in pairs.

- 1 Mariam **washed** the windows.
2 Mariam **had** the windows **washed**.
- 1 Ali **will repair** his car.
2 Ali **will get** his car **repaired**.

- 3 Choose the correct words to complete these sentences.

- I got / **had** Ali to go to the sports club with me, although he didn't want to go.
- Mother had Shaimaa **tidy** / **to tidy** her room before she went out.
- Before the meeting, the manager always gets the reports **typed** / **typing**.
- Dina **has** / **does** the flat cleaned every week.

- 4 Rewrite these sentences using the causative form.

- Adel always asks someone to fix his computer.
Adel always has his computer fixed.
- The dentist pulled out Fareeda's bad tooth.
.....
- The park manager wants someone to water the plants every day.
- Lamia will ask some workmen to decorate her house.

- 5 Find and correct the mistakes in the following sentences.

- I hadn't my hair cut yesterday.
I didn't have my hair cut yesterday.
- My brother always has his clothes to clean.
.....
- I have my car checked before I left the garage last week.

FOCUS ON GRAMMAR

The active causative *have* and *get*

- We use *have* + object + infinitive without *to*, or *get* + object + infinitive with *to* to mean *make* or *persuade* someone to do something. *Have* is more formal than *get*:
The teacher **had** us **do** some extra work today.
Please **get** Yasser **to help** you.

The passive causative *have* and *get*

- We use *get* / *have* + object + past participle to say that the action is done by someone else:
I don't cut my hair. I **have** my hair **cut**.
Do you usually **get** your room **cleaned**?
No, I clean it myself.
- This is similar in meaning to the passive: we do not need to say who does the action. It can be used in any tense:
We always **get** our clothes **washed**.
(Our clothes are washed for us.)
I **had** my **teeth checked** yesterday.
(My teeth were checked yesterday.)
Ali **is getting** his car repaired.
(Ali's car is being repaired.)
- Like the passive, we can say who does the action by adding *by*:
I'm having my homework checked **by the teacher**.
- Notice how we use the causative form in questions and answers:
Did you **have** your meal **prepared**?
No, I **didn't** (have it prepared). I prepared it myself.

Reading

1 **FOCUS ON VOCABULARY**

Check the meanings of these words in your dictionary.

gain (v) invisible
process (n) remove release (v)

2 Look at the picture and title. What do you think the article is about?

3 Read the article, check your ideas and answer these questions.

- a What did Van Helmot want to find out by doing his experiments?
Where plants get their food from.
- b What was the invisible food?
- c How are leaves like factories?

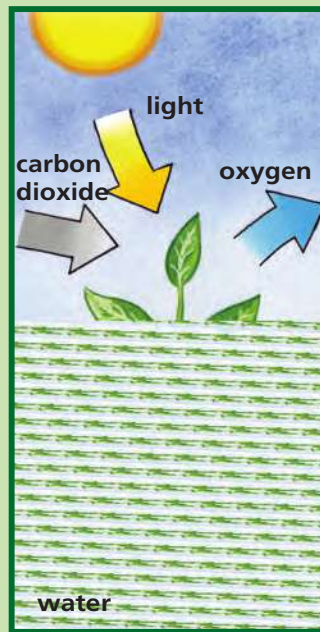
4 Read the article again and choose the correct answers.

- a It had been thought that plants got their food from ...
A sunshine **B soil**
C rain water D air
- b Van Helmot decided to do his experiments ...
A to prove that what most people thought was right
B to show that what most people thought was wrong
C to check people's ideas
D to prove that other scientists' ideas were wrong
- c How was the tree different after the experiment?
A It weighed more. B It had fewer leaves.
C It weighed less. D It ate more.
- d After his experiment, where did Van Helmot think the tree's extra weight had come from?
A the soil B water
C light from the sun D oxygen in the air
- e What food is produced by a plant's leaves?
A oxygen B soil C water D sugar

5 Plants can produce their own food and oxygen. What else can benefit from this fact?

Food from the air

Everyone has seen plants growing, but have you ever thought where they get their food from? In 1652, a European scientist called Van Helmot asked this question. Before this time, it had always been thought that plants must get their food from soil. However, Van Helmot decided to test the theory with experiments.



First, some soil was dried, put into a pot and weighed. After a small tree had been weighed, it was planted in a pot and rain water was added. Then, he had the tree watered regularly with rain water.

After five years, the tree was removed from the pot and weighed again.

Van Helmot found that the tree had **gained** a huge amount of weight. When he got the soil weighed, however, it was almost exactly the same weight as it had been five years earlier. Van Helmot thought this was strange, but decided that the extra weight of the tree must have come from the water. He did not realise that the tree was being fed by another **invisible** food.

We now know that plants and trees make their own food. Their leaves are like factories that produce everything they need, so that plants can change the energy from the sun into chemical energy. During this **process**, oxygen and sugar are produced. The oxygen is **released** back into the air, and the sugar is used by the plant as food.

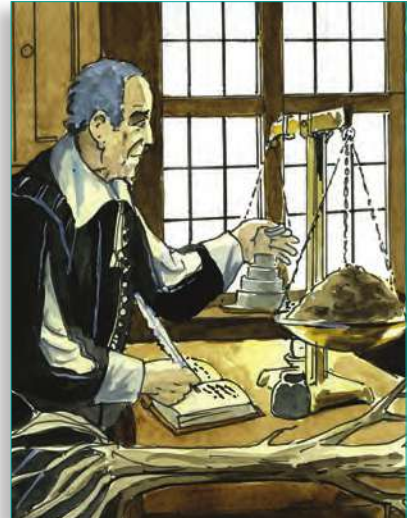
Critical thinking

1 Answer the following questions about the article on page 53.

- At the end of Van Helmot's experiment, the soil weighed the same as before. What did this show?
It showed that the weight that was gained by the tree had not come from the soil.
- What is produced by a plant's leaves?
- What happens to oxygen at the end of the process?
- Why do you think that it had been thought that plants got their food from soil?
- Why do you think that Van Helmot dried the soil he used for his experiment?
- Why do you think that he used rain water?

2 Read this quotation from the article and discuss the questions.

It had always been thought that plants must get their food from soil. However, Van Helmot decided to test the theory with experiments.



- What might people still think about plants if scientists had not done experiments on them?
- Why are experiments so important for scientists?
- What should scientists do to make sure the results of their experiments are correct?

4 FOCUS ON THE PREFIXES IN-, IM- AND UN-

- The prefix *-in* can mean *not*: *invisible* = *not seen / visible*. Be careful: some adjectives already begin with *in-*. To make these negative, we add *un-*: *infected* → *uninfected*.
- The negative prefix changes to *im-* when it comes before adjectives starting *p* or *m*: *impossible*.
- Complete these sentences with the word in brackets and the correct prefix, *in-*, *im-* or *un-*:
 - My little brother is often angry. He is very *intolerant*. (*tolerant*)
 - Manal had an accident, but she is OK. She was (*injured*)
 - When you write an email to a friend, it is (*formal*)
 - This information is not correct. It is (*accurate*)
 - Some animals are very clever, but I think ducks are (*intelligent*)
 - The small child talked rudely. He was (*polite*)
 - We waited an hour for the bus and began to feel (*patient*)

3 Discuss these questions in pairs.

- In your opinion, what are the most important scientific discoveries of the last 100 years?
- What new scientific discoveries do you hope or expect will be made in the future?
- What are the most serious problems that could be solved by scientists?



SKILLS FOR LIFE

Help to look after our planet.
People, animals and plants all
need clean air to breathe.

Communication skills Asking for and giving facts

1 Work in pairs.

- You are going to listen to an expert talking about illnesses in the time of the ancient Egyptians. Think of two questions you would like to be answered.
- What other questions do you think he will answer?



2 Listen and circle the expressions that you hear to ask for facts.

FOCUS ON FUNCTIONS

Asking for facts

- I've heard that the ancient Egyptians had illnesses that were similar to ours today. Is that correct / true?
- Could / Can** you tell us something about what was eaten at this time?
- And is it **true / right** that they did not eat much meat?
- Is it possible / Do you mean** that only rich people ate meat?
- And **do we know / can we tell** if the ancient Egyptians had doctors?

5 Work in pairs. Have conversations using expressions from *Focus on functions*.

- Student A** Prepare 3–4 questions to ask your partner about a famous scientist, using expressions from Exercise 2.
- Student B** Prepare 3–4 questions to ask your partner about a famous sports person or doctor, using expressions from Exercise 2.
- Take turns to answer your partner's questions using expressions from Exercise 3. Remember which ones to use if you are uncertain of the answer.

3 Listen again and put these phrases in the order that you hear them. Which two phrases show uncertainty?

FOCUS ON FUNCTIONS

Giving facts

- ☐ It is possible that ...
- ☒ 1 It is a well-known fact that ...
- ☐ We can be confident that ...
- ☐ We can't be sure of this, but ...
- ☐ What is certain is that ...

4 Listen again and answer the questions.

- Did the expert answer the questions you predicted in Exercise 1?
- What are the answers to Exercise 2?

6 Research important scientists

Find out about two of these important scientists:



Fawzia Fahim



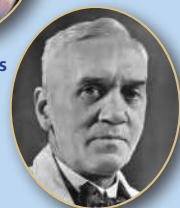
Ibn Al-Nafis



Gregor Mendel



Samira Moussa



Alexander Fleming

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Revision C

Listening

1 Discuss this question in pairs.

In which of the following places would you not expect to find rubbish?

the sea the desert space rainforests

2 Listen to a space scientist being interviewed by a journalist. What do these numbers and dates refer to?

- a 1961 The year that a man first went into space.
- b 7,000
- c 18,000
- d 2015
- e 90

3 Listen again and answer the questions.

- a What happens to parts of spaceships after they are sent into space? They stay in space and continue to orbit the earth.
- b What is the problem with space rubbish?
- c What will happen to astronauts on the space station if there is a problem?
- d Why didn't the astronauts have to leave the space station in 2015?
- e What two ideas have been suggested to remove space rubbish?

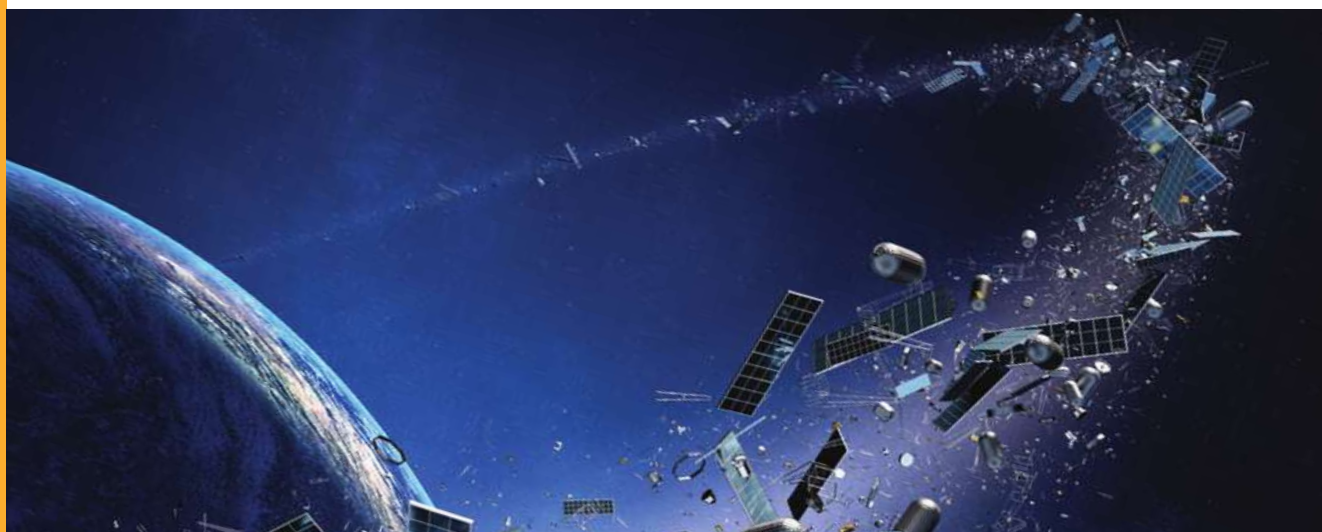


4 Discuss this question in pairs.

Which of the two ideas to remove space rubbish is best, do you think? Why?

5 Match the words from the listening a-e with the words that have a similar meaning 1-5.

- | | |
|------------|--|
| a fail | 1 <input type="checkbox"/> go round |
| b correct | 2 <input type="checkbox"/> go back |
| c orbit | 3 <input checked="" type="checkbox"/> stop working |
| d continue | 4 <input type="checkbox"/> right |
| e return | 5 <input type="checkbox"/> go on |



Grammar

1 Choose the correct verb.



The power of the sun

Energy **a** *produces / is produced* when the light from the sun **b** *reaches / is reached* the earth. To use this energy, special glass **c** *used / is used*. Sunlight **d** *captures / is captured* by the glass, before it **e** *changes / is changed* into electricity.

Some people **f** *put / are put* this special glass on the roofs of their houses. This **g** *is collected / collects* heat and **h** *warms / is warmed* water in the people's homes. The main problem with this kind of energy is that the sun **i** *does not produce / is not produced* the same quantity of energy all the time. It **j** *depends / is depended* on the time of day and the time of year.

2 Discuss this question in pairs.

How is energy from the sun used in Egypt?

3 Change the active sentences into passive and the passive sentences into active.

- Trees take in carbon dioxide and produce oxygen.
Carbon dioxide is taken in and oxygen is produced by trees.
- Noise pollution in cities is often reduced by trees.
- Some trees produce more than a million seeds every year.
- Trees are usually killed by insects, diseases or people, not old age.
- People have grown trees in gardens for thousands of years.



4 Complete these sentences with the causative form and the verb in brackets.

- We can't go into the living room because we are *having it decorated*. (decorate)
- Khaled is not here at the moment because he is (hair cut)
- The farmer is by the vet. (horse check)
- Our windows were dirty so we (clean)
- The teacher could not read Amal's writing, so he (write again)

A man hasn't been sent to Mars yet, but I think that someone will be sent there in the future.

5 Work in pairs. Read the list and answer the questions using the passive.

- What has already happened and what hasn't happened yet?
- What do you think will happen in the future?

- a rocket to Mars
- a man on Mars
- a man on the moon
- a hotel on the moon
- a rocket to the sun
- all rubbish removed from space



Reading

1 Look at the pictures and discuss these questions in pairs.

- a How can computers help drivers in a car?
- b How do you think that drivers will be helped by technology in the future?

2 Read the article about technology in cars. Does it include any of your ideas from Exercise 1?

3 Complete these sentences with information from the article.

- a When something goes wrong with the engine, it will be examined by the computer which will find the cause of the problem.
- b The computer will find the distance to the nearest garage where
- c The nearest garage will check that it has
- d When you take your car to the garage, the parts
- e You cannot drive faster than the rules say that you can because
- f The number of serious accidents

4 Discuss these questions in pairs.

- a What do you think about the devices that are described in the article?
- b We all want the number of road accidents to be reduced. What other ways are there of doing this? Think about the following:

- car makers • car drivers
- the police • schools

We can get car drivers to think about how fast they are driving near schools by putting up signs.

Fast Forward

You are driving your smart car along the main road from Cairo to Aswan when something goes wrong with the engine. You do not know what the problem is, but you do not need to worry. The engine will be examined by the computer in your car, which will find the cause of the problem. The computer will then connect to the internet to find the distance to the nearest garage where your car can be repaired.

An email will then be sent to the garage to check that it has the parts that are needed for your car. If the garage has these, you will receive an email asking when you would like to take your car to the garage so the parts can be replaced. When you are not driving your car, you can reply on your mobile phone, which will email your message to the garage. In this way, your car's engine problems can be solved.



Imagine that someone wants to drive a car faster than the rules say that you can. In a smart car, this cannot happen. The speed of the car is controlled by a special device. It does not matter what you do, it will be impossible to drive faster than what the device tells the engine. Experts have found that the number of serious road accidents will be reduced by this device, and thousands of lives will be saved every year.

Is this just science fiction? No, the second device is currently being used. You can find information about it on the internet. The first device is likely to be used in a few years' time. In the future, it will be possible for technology to be used by everyone to solve engine problems and to keep everyone safe.



Communication skills Project

1 Work in pairs.

- a Think of ten unusual or incredible facts which other students in your class might not know, for example:

The International Space Station travels at seven kilometres a second.

- b Write a question about each fact and give four possible answers, for example:

How fast does the International Space Station travel in a second?

A 7 kilometres

B 1 kilometre

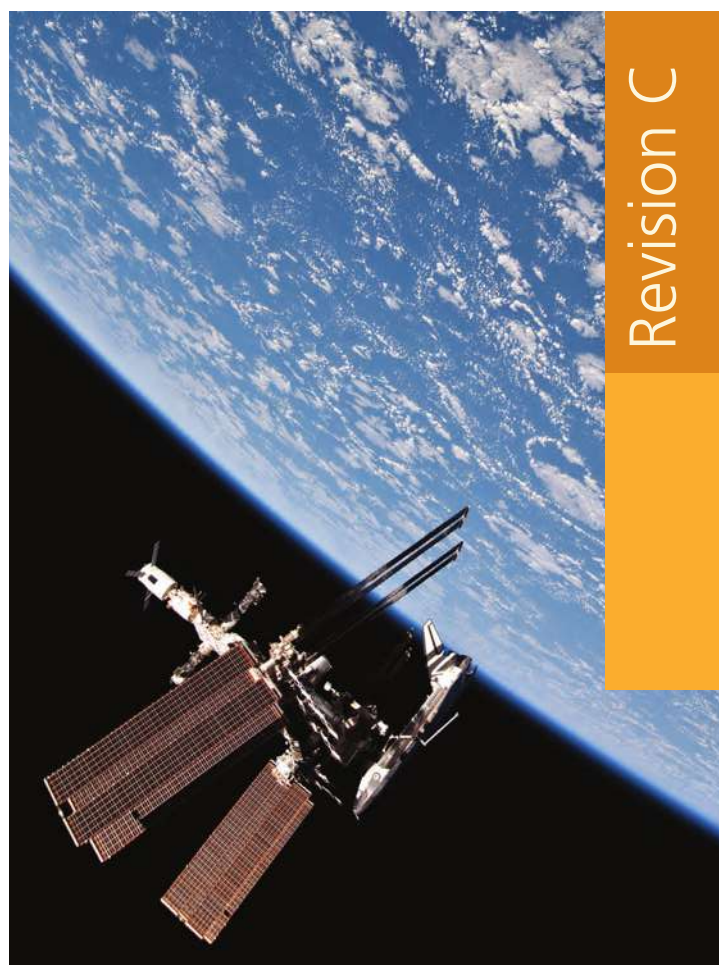
C 100 kilometres

D 0.5 kilometres

2 Work in groups of four.

- a Take turns to ask the other pair the questions you thought of in Exercise 1. Note the other pair's answers.
- b Take turns to give the other pair the correct answers to your questions.
- c When you hear the answers, use some of the following expressions to find out more information.

- Is that correct?
- Do you mean that ...?
- Do you know if ...?
- Could you tell me something about ...?



3 Choose the best question.

- a In your groups of four, decide on the two most interesting facts that you have learned.
- b When you are deciding, agree or disagree with the other students in your group using some of the following expressions.

- I completely agree / disagree.
- I couldn't agree more.
- I'd go along with that.
- I'm not (so) sure.

4 Discuss the two facts in pairs.

- a Read the two most interesting facts that you have learned.
- b Talk about the possible advantages and disadvantages to these facts, using some of these expressions.

- One advantage / disadvantage is that ...
- A positive / negative side to this is that ...
- Another advantage / downside is ...



Extra reading

1 Work in pairs and do the quiz.

1 You go to a hotel and find that you are welcomed by a robot. How do you feel?

- a Happy because you know it is going to be a modern hotel.
- b Unhappy because you prefer people.

2 You usually wash your father's car, but one week, your father gets the car cleaned by a machine. How do you feel?

- a Happy because you don't have to do it.
- b Unhappy because you think that you do a good job when you clean it.

3 The train station has a new machine that sells all tickets. How do you feel?

- a Happy because it was very slow when you had to buy a ticket from a person.
- b Unhappy because you find it difficult to use ticket machines.

4 Your dentist says that he / she has a new machine that will help to treat your teeth. How do you feel?

- a Happy because the machine will probably do a good job.
- b Unhappy because the machine might make a mistake.

2 Do you think that you feel comfortable with new technology if you answered mostly a or mostly b to each question? Why?

3 Check the meanings of these words in your dictionary.

complex human inject
limb pacemaker tiny

4 Read about medical robots and answer these questions.

- a The article describes three electronic devices which can already be put onto or into people. Which parts of the body do they help?
- b In what ways can surgeons be helped by robots?
- c Why might tiny robots be put into people in the future?
- d What other jobs might patients see robots doing when they visit a hospital?

Medical robots

What is the future of medicine? Many people believe that technology will be used a lot more to help people in the future. Technology has already been used in medicine for many years. A **pacemaker** is a small device that can help people with heart problems. People can have them put into their chests to help them to beat regularly. Small devices can also be put into people's ears. They are connected to the brain and help deaf people to hear.

Many **complex** operations are also being done using technology. These devices have cameras that help the surgeon to see parts of the body that are very small, and they help to reduce the amount of the body that has to be cut in an operation. This helps the patient to recover more quickly.

People who have lost an arm or a leg can also use modern technology. They can have an electronic leg or arm, which can be moved like a normal **limb**. In the future, more electronic parts of the body might be made in this way.

Soon it is believed that **tiny** robots, which are smaller than a millimetre across, will be **injected** inside people's bodies. Medicines can then be carried by the robots to the parts of the body that need them, so there will be fewer side effects.

Robots are also being used to clean hospital rooms. They are very efficient at killing germs and they help to reduce infections. Other robots are used in hospitals to mix medicines or to carry heavy patients who cannot walk. They may not look like **human** doctors or nurses, but one day we will probably be used to seeing robots in our hospitals.

5

PROJECT

- a Use the internet or the library to find out about a common but serious illness, such as cancer or diabetes.
- b Find out about developments in the treatments for the illness. In what ways are the treatments better now than in the past? What might be done in the future?
- c Write a report. Use the article above as a model. Include photographs from the internet or magazines.

WORKBOOK
PAGES 53–56

Finding work

- OBJECTIVES**
- Listening** Listening to check predictions and for detail
 - Grammar** Reported statements
 - Reading** Reading for gist and for detail
 - Critical thinking** Appreciating what makes a successful job applicant
 - Functions** Asking and answering personal questions
 - Writing** Writing information in a CV

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

applicant appointment
conscientious CV (Curriculum Vitae)
established (adj) pharmacy product
reputation sales



4 Discuss these questions in pairs.

- If an interviewer asked you what your good qualities were, what would you reply?
- You have been offered a job, but it is a long way from where you live. Will you accept it? Why / Why not?

2 Work in pairs.

- Your older cousin, who has a job interview next week, has asked you what questions you think he will be asked by the interviewer. Make a list of four possible questions.
1. Why do you want to work for us?
- Now listen to a job interview. How many of the questions that you wrote did the interviewer ask the applicant?

3 Listen again and complete these sentences with information from the listening text.

- At Alexandria University, Mr Farag studied *biology and chemistry*.
- Mr Farag passed his driving test
- Mr Farag has been working for his uncle's company since
- Mr Farag says he will be good at this job because he is
- At the moment, Mr Farag lives in Nasr City with
- The company will tell Mr Farag the result of the interview on

5 FOCUS ON WORD FAMILIES

Adjectives, nouns and verbs are often related to each other. For example, the noun *applicant* can be made from the verb *apply*.

- Circle the suffixes in the words in bold.
 - He had been working as a sales **assistant** in his uncle's pharmacy.
 - He said that he'd always been a **conscientious** worker.
 - Our company has a very good **reputation** in the medical **profession**.
 - He always made sure that he arrived on time for **appointments**.
- Look at the suffixes you have circled in the words above. Make a list of words that you know with the same endings.
 - accountant, applicant, consultant*

Grammar Reported statements

GRAMMAR
REVIEW
PAGE 124

1 The interviewer reported what was said at the interview. What did the speakers say? Listen to check your answers.

- a Mr Farag said he had passed his driving test the previous year.
"I passed my driving test last year."
- b He told me that he had been working as a sales assistant.
- c He explained that his uncle was encouraging him to find another job.
- d He said that his uncle had sold our products for many years.
- e He said that he was a sociable person and so he would enjoy talking to customers.
- f I told him that we aren't interviewing any more people today.
- g I promised that I would contact him on Saturday morning.

2 Discuss these questions in pairs.

- a What happens to the tense of the verb in reported statements?
- b Can you circle the reporting verbs used in Exercise 1?

FOCUS ON GRAMMAR

Reported statements

- To report what someone said, you usually move tenses one step back:
"I like tennis and I played a good game this morning," said Leila. → Leila said that she liked tennis and had played a good game that morning.
- You can use *that* between the reporting verb and the statement. *Tell* is always followed by a pronoun:
"It was an easy test." → He said / explained / told me (that) it was an easy test.
- You usually need to change words describing the time and place, like *here*, *today*, *now* etc. The pronoun also often needs to be changed:
"I want to visit Cairo next week." → She said that she wanted to visit Cairo the following week.
- Past perfect tenses and past modal verbs do not change:
"We could see the mountain after we had reached the top of the tower." → He said that they could see the mountain after they had reached the top of the tower.
- There is no change when you report a fact:
"The Nile is the longest river in the world." → The teacher told us that the Nile is the longest river in the world.
- You can have a reporting verb in the present when someone says something now or around now:
"I am ready for the exam." → Ahmad says that he is ready for the exam.
- You can use different reporting verbs, for example: *admit, explain, promise, shout, tell, threaten.*

3 Report these sentences using the best reporting verbs.

admit agree explain
~~promise~~ say shout told

- a "I'll be home tomorrow morning," he said.
He promised that he would be home the next morning.
- b "My brother is helping me with my homework this afternoon," Manal said to her friend.
.....
- c "We're hot because we've been playing tennis," Tarek said.
.....
- d "The animal is dangerous!" said Mona loudly.
- e "I lost the pen that you lent me," said Karim.
- f "It would be great if we could go to England in the summer," said Nahla.
- g "Yes, it would," I said.

WORKBOOK
PAGE 62

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

candidate choir
daycare centre fluent
grade (n) neighbourhood

2 Read this CV quickly to find the answers to these questions.

- a When was Ahmed Fawzy born?
He was born in 1999.
- b When did he finish school?
- c Which countries would he like to go to in the future?

3 Read the CV again. Are these sentences True or False? Correct the false sentences.

- a Ahmed Fawzy went to school in Cairo.
False. He went to school in Alexandria.
- b He did very well in the GSEC.
- c At the moment, he is studying English at university.
- d When he was at school, he won an award for his work on a magazine.
.....
- e He works in a neighbourhood daycare centre every evening.
- f He is fluent in three languages.
- g He likes camping, reading and singing.
.....

4 Check the meaning of these abbreviations that you may see on a CV in your dictionary.

- a DOB Date of birth
- b IT
- c BA
- d PhD
- e BSc
- f MSc

Ahmed Fawzy

Home address

El Tonsy St, Bahary,
Alexandria, Egypt

Contact Information

Phone: 102 03 48004

Email: ahmed.fawzy@me.edu

DOB: 17/05/1999

Nationality: Egyptian

EDUCATION

2015–2018 English Secondary School,
Alexandria General Secondary
Education Certificate (GSEC)
Thanawiya amma 2018 96%

2018–present English language, Cairo University

WORK EXPERIENCE

2016–2018 Editor of school magazine

ACHIEVEMENTS AND AWARDS

Academic

2018 – Special award for highest grade in English language

Sports: University Football Club – Captain of first team

Other activities: Charity work in home neighbourhood – in daycare centre for older people (two afternoons); camping; member of school book club and school choir

SKILLS

IT: Computing Grade 5

Experience in using Microsoft Office (Word and Excel)

Languages: Fluent in English

A little spoken Spanish and French

INTERESTS

Sports: Football, squash, athletics

Travel: I enjoy meeting people from other countries. I have travelled to Europe and Australia. My ambition is to visit the Far East (China and Japan).



5 Discuss these questions in pairs.

- a What should your CV focus on in order to make you a suitable candidate for the job of Assistant Editor of an English magazine?
- b Do you think that Ahmed Fawzy would be a good candidate for this job? Why / Why not?

Critical thinking

1 Answer the following questions about the CV on page 63.

- a What work experience does Ahmed Fawzy have? *He was editor of the school magazine.*
- b What IT skills does he have?
- c What sports does Ahmed play?
- d What qualities do you think that Ahmed has which make him a good football captain?
- e Ahmed works for a charity. What does this say about him?
- f How do you think that Ahmed became fluent in English?

2 Read this quotation and discuss the questions.

- a Which of these skills would you describe as 'hard' and which as 'personal'?

- being tall or strong
- having a driving licence
- being conscientious
- knowing more than one language
- being sociable

- b Why do you think that employers look for both kinds of skills?

There are two kinds of skills that people applying for a job must have if they want employers to offer them a job. There are 'hard skills' such as a degree, and 'personal skills', like being a good leader and other qualities needed if you want to succeed in a particular career.

3 Read Fatma Badr's CV and discuss these questions in pairs.

FATMA BADR

DOB: 8/10/1999

EDUCATION

2015–2018: English
Secondary School Cairo,
(GSEC) Thanawiya amma
2018 97%

WORK EXPERIENCE

2015–present: I do the accounts for my mother's shop

ACHIEVEMENTS AND AWARDS

2018: Special award for highest grade in maths

Sports: Part of winning tennis team in school competition

Other activities: Voluntary work helping with young children

SKILLS

IT: Computing Grade 5, can use Microsoft Word and Excel

Languages: Fluent in English, some German and French



- a Is there any information missing from Fatma Badr's CV?
- b Why is it important to include this information?
- c What skills and qualities does Fatma have that would make her a good candidate for the job of Assistant Editor of an English magazine?
- d Compare her CV with that of Ahmed Fawzy's. Who do you think would be best for the job? Why?
- e Compare your ideas with other pairs.

WORKBOOK
PAGE 63

**SKILLS FOR LIFE**

Work experience, volunteering and charity work are good things to put on your CV.

Communication skills

Asking and answering personal questions

1 Look at the CV on page 63. Which questions could you ask to find the information you would need to complete a CV?

2 Listen to Amir and Baher and answer the questions.

- a Did they ask the same questions as you suggested in Exercise 1?
b Which of the jobs below does Baher want to apply for?

**Representative
needed for
Egyptian medical
company**



VALLEY

All applicants should

- have a BSc
- be under 30 years old
- have a driving licence
- be able to speak English

Send your CV
to:
Mrs A Ragab,
Valley plc.,
PO Box 701
Heliopolis

BIG COMP

We specialise in computers and computer programs.

We are now looking for a Customer Service Agent to deal with telephone calls and emails from customers.

Reply in writing to:
The Personnel Manager,
PO Box 653, Nasr City

3 Listen again and put the questions below in the order that you hear them.

FOCUS ON FUNCTIONS

Asking and answering personal questions

- a ☐ Do you have any work experience?
b ☐ What are your interests and hobbies?
c ☐ Which exams have you passed?
d ☒ 1 Where are you from?
e ☐ Which skills have you got?
f ☐ Where were you born and what's your nationality?
g ☐ Can you tell me about any awards or achievements?

4 Work in pairs.

- a Take turns asking and answering the questions from *Focus on functions*.
b Make a note of your answers because you will need these to write your own CV in the Workbook.

5 Research the following about universities

Find out:

- which universities are near you
- which courses you would like to do in them
- what exam grades you would need to enter the university
- what qualifications the university courses would give you

Sir Cecil Spring-Rice: "Day"

- OBJECTIVES**
- Listening** Listening for gist and for detail; identifying rhythm in literary texts
 - Grammar** Reported questions
 - Reading** Reading for gist, for specific information and to paraphrase
 - Critical thinking** Understanding the importance of nature
 - Functions** Expressing surprise
 - Writing** Writing a report of an interview



Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

ambassador president
throughout will (n)

2 Discuss these questions in pairs.

- 1 Can you match the languages with the countries where they are spoken?

Persian Mandarin English Spanish

Argentina China Australia Iran

- 2 In which jobs would it be useful to speak some or all of these languages?

3 Listen to a talk about the poet Sir Cecil Spring-Rice and answer the questions.

- a Which two job titles did Spring-Rice have during his life?
b Which important person was he friends with?
c When were his poems published?

4 Listen again and put the events in the poet's life in the correct order.

- a ☐ He became friends with Theodore Roosevelt.
b ☐ He spent two years in Egypt.
c ☐ He died, aged 58.
d ☒ 1 Spring-Rice graduated from Oxford University.
e ☐ His money helped students to learn languages at Oxford University.
f ☐ He became the British Ambassador to the United States.
g ☐ He became a diplomat in North America.
h ☐ He asked the President of the USA to help Britain during the First World War.

5 Discuss these questions in pairs.

- a Why did Andy Turner say that Sir Cecil Spring-Rice wrote poetry?
b Which of the following do you think is most effective at expressing feelings or ideas?

- novels
- poems
- music
- short stories
- songs

WORKBOOK
PAGE 65



Grammar Reported questions

GRAMMAR
REVIEW
PAGE 124

1 Choose the correct verbs in these sentences from the listening text. Then listen and check your answers.

- a First, I asked Andy where the poet **grew up / had grown up**.
- b Then I asked him **if / that** he could tell me about his career.
- c Then I asked what he **does / had done** as ambassador to the United States.
- d I asked him **which / whether** it was true that he **has / had** helped students at Oxford University.
- e I then asked Andy if he **could / can** talk about Spring-Rice's writing.
- f I asked Andy why the ambassador **has / had** written poems.

FOCUS ON GRAMMAR

Reported questions

- In reported questions, we move the tense one step back and make changes to pronouns and time references, as in reported statements:

"What did you do yesterday?" → I asked Ali **what he had done the day before**.

- We also change the word order. Question marks are not used:

"Where will you go next week?" → She asked him **where he would go** the following week.

- We use *if* or *whether* to report Yes / No questions:

"Do you often write poems?" → I asked him **if / whether** he often wrote poems.

- In *wh-* questions, we do not use *if* / *whether*. We use the same question word:

"Where did you eat?" → She asked me **where** I had eaten.

- When *shall* is used as a suggestion, it is reported with *should*:

"Shall we go now?" → He asked me if / whether we **should go** now.

- Do not use *say* or *tell* to report questions. Use reporting verbs such as *ask*, *inquire*, *wonder* or *want to know*.

2 Now write the reported questions in Exercise 1 as direct questions.

- a **"Where did the poet grow up?"**

3 Discuss the following in pairs.

- a How is the word order different between Exercises 1 and 2?
- b How do the verbs change?

4 A friend asks you these questions. Report them to another student.

- a "Do you have a pencil?"
He / She asked me if I had a pencil.
- b "How old was Spring-Rice when he went to Egypt?"
- c "Where are you living at the moment?"
- d "Will you study abroad?"
- e "Which subjects are you studying next year?"
- f "Are you well organised?"

5 Work in groups of three.

- a Imagine that you are interviewing someone for a job. Write down four questions. Ask a second student your questions.
- b When you are asked a question, report the question to the next student, then answer the question.
- c The third student can then report the answer.

Why do you want the job?

She asked me why I wanted the job. It is because I like working with people.

She said it was because she liked working with people.

WORKBOOK
PAGE 66

Reading

1 Discuss these questions in pairs.

- a How many continents can you name?
b What helped to create the shape of the continents?

2 Read and listen to the poem "Day" by Sir Cecil Spring-Rice. Does it include any of the ideas that you talked about in Exercise 1?

3 The following words have more than one meaning. Choose the correct meaning of these words in the poem.

- fellow** 1 a man or boy
2 a person doing the same activity as someone else
grain 1 one small part of, e.g. salt or sand
2 wheat or a crop used for food
toiler 1 someone who works very hard
2 someone who moves slowly and with difficulty

4 Now answer the questions about the poem.

- a In what way is the sea busy? *It is making continents.*
b Why is the rain falling not *in vain*?
c Does the poem say that the wind does anything important?
d Why does the sun say *my planets*?
e Why do you think that the sun says its work is *never done*?
f Who or what do you think that the last verse is about?
g *Personification* means describing a thing or object as if it was a person. How is personification used in the poem?

5 Now paraphrase the poem in your own words.



Day

'I am busy,' said the sea.
'I am busy. Think of me
making continents to be.
I am busy,' said the sea.

'I am busy,' said the rain.
'When I fall it's not in vain;
Wait and you will see the **grain**.
I am busy,' said the rain.

'I am busy,' said the air,
'Blowing here and blowing there,
Up and down and everywhere.
I am busy,' said the air.

'I am busy,' said the sun.
'All my planets, every one,
Know my work is never done.
I am busy,' said the sun.

Sea and rain and air and sun,
Here's a **fellow toiler** – one,
Whose task will soon be done.



Critical thinking

1 Read "Day" again and answer the questions.

- a How many verses has the poem got? Why do you think that the last verse is shorter than the others?
- b Which lines rhyme?
- c Why do you think that the poem is called "Day"?
- d Can you explain the meaning of *the fellow toiler's task will soon be done*?
- e Who do you think has worked harder, the fellow toiler, or the sea, rain, air and sun? Why?
- f What is the message of the poem?
- g Do you think that the use of personification is successful? Why / Why not?

2 Discuss these questions in pairs.

- a In what ways does the sun affect the planets?
- b Which do you think is least important for us, the rain, the sun or the wind?
- c Of the rain, the sun and the wind, which do you think is easiest to control? Which is the hardest to control? Why?
- d Which of these do you think can cause the most damage? How?

3 Work in groups.

- a Write a list of as many different landforms as you can, for example: *mountains, rainforest, desert*.
- b Now think about what has helped to form these different landforms the most: the sun, wind or rain.
- c How do people help to shape landforms?
- d Share your ideas with other groups.

4 Discuss these questions in pairs.

- a Do you worry about the future of our planet? Why / Why not?
- b Do you think that global warming will affect your life in the future? Why / Why not?
- c How can we make sure that our water and air remain clean for our children and grandchildren?
- d Do you think that one day we will be able to use the sun, water and wind for all our energy needs? Why / Why not?

5 FOCUS ON COLLOCATIONS

1 Complete the sentences with the correct form of these verbs.

~~blow~~ fall pour rise set

- a Did you hear the wind blow last night?
- b At what time does the sun in the morning?
- c The rain was very heavy last night. It was down!
- d You can see the rain on the river.
- e In summer, the sun at nearly midnight in the north of Europe.

2 Now use your dictionary to find out what these words have in common:

blizzard downpour gale

WORKBOOK
PAGE 67

SKILLS FOR LIFE

Try to help prevent global warming.
Save electricity by turning off lights and computers when you are not using them.

Communication skills Expressing surprise

1 Listen to a conversation between Amir and Youssef and answer the questions.

- a Where has Amir been asked to go?
- b How does Youssef feel about this news?
- c How do we know how Youssef feels? Is it only because of what he says?

2 Listen again and put the sentences below in the order that you hear them.

FOCUS ON FUNCTIONS

Expressing surprise

- a ☐ Really? I find that surprising.
- b ☐ You must be joking!
- c ☐ You wouldn't, would you?
- d ☐ Never! That's incredible.
- e ☒ That's amazing!
- f ☐ I don't believe it.

4 Work in pairs.

- a Take turns to say these statements. Reply using an expression of surprise from *Focus on functions*. Don't forget to use the correct intonation.

- There used to be lions living in Egypt.
- 90 percent of the world's diamonds and half the world's gold come from Africa.
- Five of the ten smallest countries in the world are in Europe.
- Around 2,300 languages are spoken in Asia.
- Around 60–70 percent of the world's fresh water is frozen in Antarctica's ice.
- It is believed that once there was only one big continent, called Pangaea.
- Asia has 30 percent of the world's land area and 60 percent of its population.

- b Now take turns to make your own surprising statements. Your partner should show surprise.

3 Discuss these questions in pairs.

- a Can you think of a time when you were very surprised by something? What happened?
- b What has been the most surprising thing to happen in the news recently?
- c What is the difference between being surprised and being shocked?

5 Research facts about the continents

- Find out five interesting facts about one of the continents.
- Give a talk to the class, telling them what you have found.

WORKBOOK
PAGE 68Mount Nyiragongo,
Democratic Republic of Congo

Lifelong skills

UNIT
12

OBJECTIVES

- Listening** Listening for detail
Grammar Reported imperatives, suggestions and advice
Reading Reading for specific information and to understand references
Critical thinking Appreciating the importance of lifelong education
Functions Giving and responding to warnings
Writing Writing a story about a warning



Listening

1 Discuss this question in pairs.

Why do some people decide to go back to college or university when they are adults? Think of two or three reasons.



2 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

creative writing enrol mature
 Open University receptionist
 redundant retrain worthwhile

5 Discuss this question in pairs.

Why is it important for people to continue learning after they have left school or university?

3 Listen to three people talking about education courses and answer these questions.

- a How old is each of the speakers? *Speaker one is 51.*
 b What are they studying or hoping to study?
 c What is unusual about the third speaker?

4 Listen again and complete these sentences with information from the listening text.

- a Although the first speaker had sent his CV to many companies, *he didn't get any interviews.*
 b He is training to be a teacher at
 c He thinks that he will enjoy teaching, although
 d Instead of going to university, the second speaker
 e The main reason she can study now is that
 f She is probably going to study languages at university, but she would really prefer
 g For the first two years after he retired, the third speaker
 h He has chosen to study at the Open University because

6 FOCUS ON IDIOMS WITH MAKE UP

Choose the correct meaning of the underlined idioms from the listening text.

- a I must make up my mind very quickly.
 A decide
 B think of a story
 b I thought I'd make up for all the time I couldn't go on holiday because of work.
 A do something to make a bad situation better
 B regret not doing something
 c I've always enjoyed making up stories.
 A buying from the internet
 B inventing

WORKBOOK
PAGE 69

Grammar Reported imperatives, suggestions and advice

1 Match the sentences 1–5 from the listening text with the words the speakers used a–e.

Reported speech

- 1 A friend warned me not to apply for the same kind of job.
- 2 He told me to apply for a different kind of job.
- 3 He also advised me to retrain as soon as possible.
- 4 My husband suggested that I study languages.
- 5 My wife encouraged me not to waste time.

Direct speech

- a ☐ "Don't waste time!"
- b ☐ "You must apply for a different kind of job."
- c ☐ "Why don't you study languages?"
- d ☒ "Don't apply for the same kind of job."
- e ☐ "You should retrain as soon as possible."

GRAMMAR
REVIEW
PAGE 125

2 Write these sentences in reported speech, using the reporting words from Exercise 1.

- a "Look and listen before you cross the road," said the teacher. The teacher warned the children to look and listen before they crossed the road.
- b "Do your best in the test," the teacher told the class.
- c "Why don't we have a picnic?" I said.
- d "If I were you, I'd arrive early," she said.
- e "You must see the film, it's great!" said Tarek.
- f "Pay for the shirt over there," I was told.

3 Work in pairs. Respond to these situations. Then tell the class what your partner said.

- a You want to get fit. Ask for advice and suggestions. My partner advised me to do exercises every day.
- b You are about to cross a busy street. Your friend warns you about fast cars.
- c You want a good book to read. Ask your partner to recommend a book.
- d You are nervous before a sports match. Ask for encouragement.
- e You have a bad headache. Ask your friend for advice or suggestions.

FOCUS ON GRAMMAR

Reported imperatives, suggestions and advice

- We usually report orders, suggestions and advice with a reporting verb + object + (not) to + infinitive:

"Open your books." →
The teacher **told / asked / ordered us to open** our books.

"Don't waste time." → My father **advised me not to waste** time.

"Study science at university." →
Ali **encouraged his friend to study** science at university.

"If I were you, I'd take your coat." → My **mother advised me to take** my coat.

- We do not use the infinitive after say. We use *that*:

"Don't park there." →
The policeman **said that** we must not park there.

- Note that after *suggest / recommend*, we use verb + -ing or *that* + subject + infinitive:

"Do Exercise 2 again." → Leila **suggested doing / that I do** Exercise 2 again.

"You should revise quietly." →
My friend **recommended revising / that I revise** quietly.

WORKBOOK
PAGE 70

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

department promotion qualified

2 As you read this article, answer this question.

Why have Tarek and Nahla started studying again?

3 Read the article again and choose the correct answers.

- a In the past, students believed that they would ...
- A be able to retire early
 - B not need to change jobs
 - C have two or three jobs
 - D have to retrain
- b Tarek is studying because ...
- A he enjoys studying
 - B he wants a better job
 - C he is going to lose his job
 - D his company is paying
- c Nahla is studying because she ...
- A did not go to university when she was younger
 - B wants to help her children with their studies
 - C needs a qualification for her job
 - D wants to get a higher degree
- d Nahla chose a distance learning course ...
- A so she can study without leaving home
 - B because she lives in Damietta
 - C because it is not expensive
 - D because she prefers using the internet

4 What do these words in bold from the article refer to?

- a **This** means that they will probably need new skills. *The fact that students will probably have to change jobs.*
- b In today's world, lifelong learning helps them to get **these**.
- c It provides courses for **its** employees.
- d He knows **it** is worthwhile.

Lifelong skills

Thirty years ago, most university students believed that when they graduated, their education had finished. They looked for **employment** and then worked for one **employer** until they retired. Now students know that they will probably have to change jobs during their working lives. This means that they will probably need new skills, and in today's world, lifelong learning helps them to get these.

To remain **employable**, individuals must be good at the jobs they are doing and predict what skills they may need in the future. Tarek, who works in the finance **department** of a large company in Assiut, knows that to get a **promotion** he must improve his computer skills. His company needs highly **qualified** staff, so it provides courses for its **employees**, but Tarek is also doing an evening course. Doing his job and studying is hard work, but he knows it is worthwhile.

Nahla Zoheri lives in Damietta and has young children. She has a BSc in Information Technology and would like to return to work when her children are older. She hopes to get a Master's degree, but the nearest university with a suitable course is in Cairo. Nahla cannot leave her family, so she wants to study by 'distance learning'. This is when students and teachers are in different places.

Nahla has now enrolled on an MSc course and is very happy. All the information she needs is on the internet and her teachers communicate with her by email. In two years' time, Nahla hopes to get her Master's degree after studying in her own home and without leaving her family.

5 FOCUS ON WORD ENDINGS

- 1 The verb *employ* means *pay someone to work for you*. Think about word endings that you know – this will help you work out the meaning of other words from the same family.
- 2 Guess the meaning of these words from the article.

employable (adj) **employee** (n)
employer (n) **employment** (n)

Critical thinking

1 Answer the following questions about the article on page 73.

- a Why does Tarek's company provide courses for its employees? *Because it needs highly qualified staff.*
- b What qualification does Nahla Zoheri want to get in the future?
- c Why do you think she wants this qualification?
- d Why do you think that people need to learn new skills during their working lives?
- e Why do you think that people like Tarek need to improve their computer skills?
- f Why do you think that Nahla cannot be a student in Cairo?

2 Read this quotation from the article and discuss the questions.

Thirty years ago, most university students believed that when they graduated, their education had finished. They expected to get a job and work for one employer until they retired. Now students know that they will probably have to change jobs during their working lives. This means that they will probably need new skills, and in today's world, lifelong learning helps them to get these.



- a Being a doctor is a job which people usually do until they retire. Can you think of any other jobs or professions like this?
- b What do you think will happen to people who do not or cannot learn new skills?
- c Do you think that everyone who works should go back to education regularly to learn new skills? Why / Why not?

3 Read these statements about the idea of lifelong education.

- a Do you agree or disagree with these statements? Use 1–4.
- b Now compare your ideas with another student. Discuss any of the statements you disagree about.

1 strongly agree 2 agree
3 disagree 4 strongly disagree


- ☐ The organisation I work for should retrain me if I need new skills.
- ☐ I should be able to return to full-time education once during my working life.
- ☐ If I have a good university education, I should never need new skills.
- ☐ Education is important, whether it helps people to get a good job or not.



SKILLS FOR LIFE

Find out about evening classes and adult education centres. These can train you in different skills after you finish school.

Communication skills Giving and responding to warnings

-  **1** Listen to three short conversations. Who are the two speakers in each conversation and what is the situation?

1 *A mother and child crossing the road.
(a warning)*

2

3

-  **2** Listen again and put the expressions below in the order that you hear them.

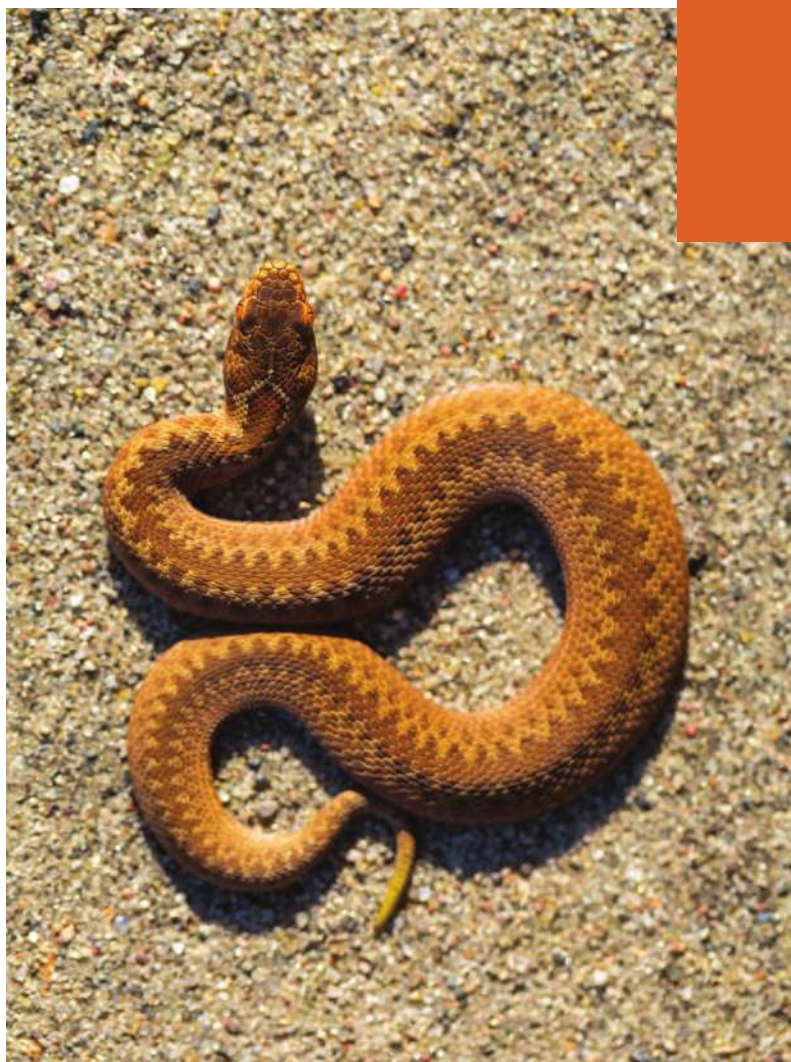
FOCUS ON FUNCTIONS

Giving warnings

- a ☐ I warn you not to ...
b ☐ Watch out!
c ☐ You mustn't ...
d ☒ **1** Be careful!

Responding to warnings

- e ☐ You're right. I'll
f ☐ OK, I will / won't.
g ☐ Don't worry. I will / won't ...



3 Plan a story.

- a Think of a story in which a young person benefited from a warning from an older member of their family. The people could be:

- people you know.
- real people you have heard or read about.
- fictional characters (from a novel or a film).

- b Prepare your story. Report what the people say to warn, advise or encourage you. Use some of the expressions from *Focus on functions*.
c Tell your story to another student.

4 Discuss these questions in groups.

- a How can young people benefit from advice given by older members of their family?
b Why are grandparents particularly good at giving advice to their grandchildren?

5 Research the following about distance learning

Find out:

- where people can study by distance learning in Egypt
- which courses are available
- which course might be suitable for a person that you know

WORKBOOK
PAGE 72

Revision D



Listening

1 Discuss these questions in pairs.

- a If you worked for an international company with offices in cities all over the world, where would you choose to live and work?
- b How might this city be different from an Egyptian city?



2 Listen to a talk about people who work for an international company and answer these questions.

- a What is the time difference between London and Hong Kong? *Eight hours*
- b What is the time difference between London and Cairo?
- c What does Farouk ask his Chinese colleague to do?



3 Listen again and choose the correct answers.

- a The company Farouk works for is ...
 A a national bank **B an international bank**
 C a bank in Alexandria D a computer company
- b What does Farouk do before he leaves work every evening?
 A He emails the office in Cairo. **B He phones the Hong Kong office.**
 C He phones his mother in Alexandria. D He emails the Hong Kong office.
- c What is the subject of the report Farouk asks Wen Li to write?
 A international banking **B bank staff in the Hong Kong office**
 C a project in China D the Chinese economy
- d What does Wen Li do after she sends the report to Farouk?
 A She continues with the rest of her work. **B She goes home.**
 C She phones Farouk to discuss the report. D She has her lunch break.
- e What does Farouk do as soon as he has read Wen Li's report?
 A He makes some changes to the report. **B He completely rewrites it.**
 C He sends it to a colleague in the Cairo office. D He asks Wen Li to rewrite it.
- f At what time does Farouk's manager receive his email in Egypt?
 A 8.30 **B 2 o'clock**
 C 11 o'clock D 9 o'clock



4 Discuss these questions in pairs.

- a Would you like to do Farouk's job? Why / Why not?
- b Why do you think that Farouk and Wen Li communicate by email rather than by telephone?
- c Do you think that more people from different countries will work together in the future? Why / Why not?
- d Do you think that English will become more important in the future? Why / Why not?



Grammar

1 Report this conversation.

Ali Hi, Hesham. Did you receive my email?

a *Ali asked Hesham if he had received his email.*

Hesham Hi, Ali. Yes, it's just arrived. I'm reading it now.

b

Ali Do you agree with my suggestions?

c

Hesham I can't tell you until I've finished reading it.

d

Ali I'll phone you tomorrow and we can discuss it then.

e

Hesham That's a good idea. I'll speak to you tomorrow.

f



2 Rewrite these sentences as reported speech.

a "Where did you grow up, Tarek?"

I asked my friend Tarek where he had grown up.

b "I spent my first five years in Alexandria."

.....

c "You live in Cairo now. Do you prefer Cairo or Alexandria?"

.....

d "I like them both. I'm going to Alexandria next week."

.....

e "Shall I go with you?"

.....

f "I think that's a good idea!"

.....

g "We can stay with my cousins."

.....

h "I would like that."

.....

3 Complete these sentences with the best reporting verb.

advised encouraged inquired
suggested ~~warned~~

a I *warned* my sister not to sit on the broken chair.

b My father that I sit at the back of the car.

c The teacher the students to work in pairs.

d Dina Mona to see a doctor.

e I about the price of the jacket.

4 Change the sentences in Exercise 3 into direct speech.

a *"Don't sit on the broken chair!" I said to my sister.*



Reading

- 1 Read this article about long distance learning quickly and find what these numbers refer to.
 - a 1971 The year the Open University started.
 - b 175,000
 - c 25–44
 - d 94
 - e 25,000

- 2 Are these sentences *True* or *False*? Correct the false sentences.
 - a People who work cannot continue their studies.
False. They can continue through distance learning.
 - b Distance learning students can study using books and computers.
 - c Distance learning students do not need to take exams.
 - d You cannot take a distance learning degree if you are under 20.
 - e Companies often pay for their employees' courses.
.....

- 3 Read the article again and complete the sentences with information from the article.
 - a Long distance learning students study online or by using books, CDs and DVDs.
 - b If a student on a long distance learning course wants advice, he or she can
 - c Long distance learning students can meet each other at summer schools or on
 - d More than two million students have followed Open University courses since it
 - e Students from other countries can also

- 4 Complete the sentences with the correct prepositions.

by ~~for~~ through to

 - a You can study for a higher degree at the Open University.
 - b Many older people choose to continue their studies long distance learning.
 - c Books, CDs and DVDs are sent a university.
 - d First degree courses are open everyone.



Distance learning

When people cannot leave their jobs or families to study at a university, they may choose to continue their studies through long distance learning. This means that they can study online and at home using books, CDs and DVDs that are sent by a university. There are also teachers that can be contacted for advice by phone or email. Some courses include summer schools and study days, usually at weekends, when students can travel to a study centre near to where they live. Students are tested on work they do during the course and they also have to take formal exams.

The British Open University, better known as the OU, was the first university to provide degrees through distance learning. The first students started their courses in 1971, and since then it has had more than two million students. It is now Britain's largest university with nearly 175,000 students. First degree courses, like BA or BSc courses, are open to everyone. For this reason, the OU attracts many mature students who did not have the chance to go to university when they were younger. It is also possible to study for a higher degree, like an MSc. A small number of OU students are under 20 years old, but most are between the ages of 25 and 44. The oldest person to graduate was a man of 94.

As well as providing courses for British students, OU courses are available to students in other parts of the world. About 25,000 students live outside Britain. Most students are in full-time work and many have their courses paid for by their employers. Many companies are happy to pay for such courses because they know that they will have employees with better qualifications as a result.

Communication skills Project

- 1 Read this job advertisement and think about the kind of person who could apply.



WANTED

We are going on an expedition to a remote part of the world, to do some important scientific research. We want the right people to help us. These people must be good at science. They must also be fit, confident and happy to work in a difficult and sometimes dangerous location. If you are interested, you will be interviewed and you will have to perform a task to see if you are suitable.

- 2 Work in groups of three.

Student A: You are the interviewer. Interview Students B and C to see if they are suitable for the job. Remember what qualities you need them to have. Use some of the following expressions:

- Which exams have you passed?
- What are your interests and hobbies?
- Do you have any experience of ...?
- Which skills have you got?
- Can you tell me about any awards or achievements?

Student B and C: You have applied for the job. Think about what qualities you will need to get it and be prepared to answer Student A's questions.

- 3 As part of the interview process, people now need to do the following tasks. Which is the most dangerous? How would you do these tasks?

- climb down a cliff
- cross a fast river
- climb up a mountain
- cut down a tree

- 4 Choose the best candidate.

- a Student A now chooses the best candidate, B or C.
- b Tell the successful candidate that the job is to spend a year in the Amazon in Brazil. The successful candidate can reply using some of these expressions:

- Really? That's amazing.
- I don't believe it.
- Never! That's incredible!



Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

carpenter export mass production
mechanised ordinary
standard of living transform
workshop

2 Work in pairs and do the quiz.

1 Where would you like to work when you finish studying?

- a in a workshop or on a farm
b in a modern office

2 How would you like to do your work?

- a using my hands b using computers

3 Who would you like to work with?

- a people from my area
b people from all around the world

4 In which city would you be happy to work?

- a in the city where I live now
b in any city, in Egypt or abroad

3 Do you think that you will be a more modern worker if you answered mostly a or mostly b to each question? Why?

4 Read about the Industrial Revolution and answer these questions.

- a Which invention helped to start the Industrial Revolution in England?
- b Why did English towns and cities grow very fast?
- c How did industrialisation improve the lives of ordinary people?
- d Why do you think that English companies exported so many of the goods that they produced?
- e Why do you think that the Industrial Revolution took place later in some countries?
- f Do you think that people are happier now that they can afford to buy more things made in factories? Why / Why not?

The Industrial Revolution in England

In the 1700s, work was very different to today. Most people worked on farms or had traditional jobs as weavers, **carpenters** or builders, working in their own homes or in small **workshops**. At this time, work was done by hand or with the help of animals; nothing was **mechanised** and there were no factories.

The Industrial Revolution started in England towards the end of the eighteenth century. The most important invention of the time was the steam engine, which was used to power machines in factories. Thousands of new factories were built by businessmen who made money by producing goods quickly and efficiently. Many of the things that were produced in English factories were **exported** to countries all over the world.

This change in the way things were produced had a huge effect on people's lives. English towns and cities grew very fast because poor people from rural areas moved to find work in the new factories. The Industrial Revolution made a few businessmen very rich, but also gave work to millions of **ordinary** people and improved their **standard of living**. **Mass production** brought down prices and meant that people could afford to buy things that had been too expensive for them in the past.

Industrialisation, which spread quickly from England to other parts of Europe and then to the rest of the world, has **transformed** people's lives in just over two hundred years. The fact that we can drive cars, watch televisions and use computers is all because of the Industrial Revolution.

5 PROJECT

- a Find out when and where the process of industrialisation started in Egypt. How were the lives of ordinary people affected by this? About how many people work in factories in Egypt today?
- b Write a news article about industrialisation in Egypt. Write a conclusion saying if this process has had more pros or cons.

WORKBOOK
PAGES 73-76

Festivals and folk music

UNIT
13

OBJECTIVES

- Listening** Listening to check predictions and for detail
Grammar -ing forms or the infinitive
Reading Reading for specific information and for detail
Critical thinking Appreciating the value of folk music
Functions Making and responding to suggestions
Writing Writing an informal email about music

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

depend on fireworks harvest (n)
 landmark procession sculpture

2 Look at the pictures and discuss these questions in pairs.

- a What do you think these festivals celebrate?
 b Where do you think these festivals take place?



3 Listen to three people talking about festivals and check your answers.

4 Listen again and complete these sentences.

- a After the harvest festival in England, fruit and vegetables are given to the poor.
 b The Sapporo Snow Festival lasts for
 c The Chinese New Year festival takes place between
 d Chinese people visit their relatives on
 e In Egypt, the beginning of spring is marked by
 f Next year, Tanya may go to the

5 Choose another Egyptian festival you know well. Describe it to your partner, who has to guess its name.

6 FOCUS ON PHRASAL VERBS WITH GIVE

Choose the correct meaning of the phrasal verbs with **give**.

- a After the festival, the food and drink are **given out** to the poor.
A given to several people **B** taken from
 b The fire **gave off** a lot of heat.
A stopped giving **B** produced
 c The children **gave away** their toys for a charity.
A gave something without asking for money **B** sold
 d I tried the puzzle but **gave up**, as it was too difficult.
A asked someone else to do something **B** admitted that you couldn't do something

WORKBOOK
PAGE 81

Grammar *-ing* forms or the infinitive

- 1 Underline the correct *-ing* or infinitive form in these sentences from the listening text. Then listen and check.

- a I'm looking forward to **do** / **doing** more on this project.
- b How about **to look** / **looking** at that festival for our project?
- c Some students decided **making** / **to make** snow sculptures in a park.
- d Thousands of people enjoy **looking** / **to look** at the sculptures.
- e I'd like **to do** / **doing** something on this for our project.
- f I remember **watching** / **to watch** a TV programme about it.
- g I really want **seeing** / **to see** one of these festivals.
- h I'll suggest **going** / **to go** to the Sham El-Nessim festival in Egypt next year.

- 2 What is the difference in meaning between these sentences? Discuss in pairs.

- a I remember posting the letter.
I remembered to post the letter.
- b Ali stopped talking to his friend.
Ali stopped to talk to his friend.
- c I regret saying that I was tired.
I regret to say that I was tired.
- d I forget meeting him.
I forgot to meet him.

- 3 Talk about the following in pairs, using the verbs in brackets.

- a Talk about your arrangements for next weekend. (arrange) *I've arranged to go to the theatre with my family.*
- b Talk about a recent decision that you have made. (decide)
- c Talk about a recent promise that you have made. (promise)
- d Talk about a recent suggestion that you made to a friend. (suggest)
- e Talk about a hope for the future. (look forward to)

GRAMMAR
REVIEW
PAGE 125

FOCUS ON GRAMMAR

-ing forms or the infinitive

- Some verbs are always followed by the *-ing* form:
He admitted / regretted / avoided making that mistake.
- Some verbs are always followed by *to* + infinitive:
Warda has decided to be a doctor.
I want to visit the Pyramids.
- Some verbs can be followed by *to* + the infinitive or the *-ing* form, with no change in meaning. These include *like, love, hate* and *prefer*:
We like to watch / watching tennis.
- Some verbs can be followed by *to* + infinitive or the *-ing* form, but there is a change in meaning:
I stopped to buy a newspaper.
(= I stopped in order to buy a newspaper.)
I stopped buying a newspaper.
(= I no longer buy one.)
- When *to* means *so as to* / *in order to*, it is followed by an infinitive:
I study hard to get good marks.
- Some expressions are following by the *-ing* form:
It's no good / no use wasting time.
I feel like / can't help eating sweets.
- When *to* is part of an expression, it is often following by the *-ing* form:
I look forward to / am used to spending the holidays in Sharm.

WORKBOOK
PAGE 82

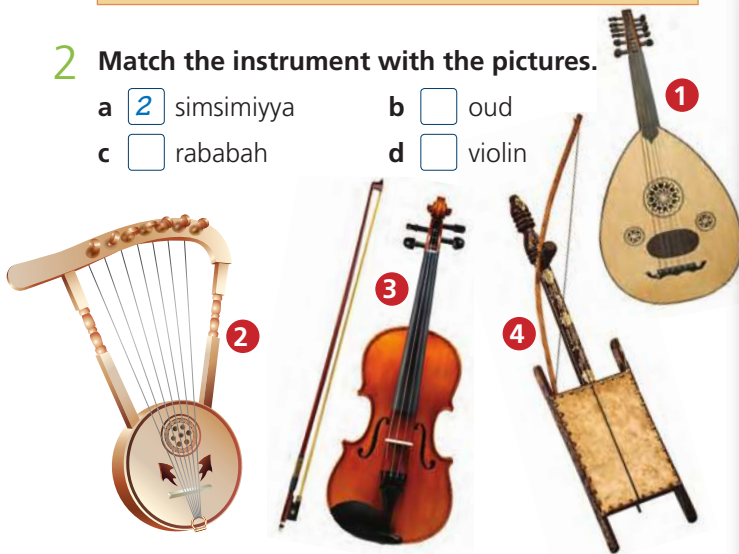
Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

community distinctive entertainment
evolve folk instrument musical
region responsibility vary

2 Match the instrument with the pictures.

a ☒ 2 simsimiyyab ☐ oudc ☐ rababahd ☐ violin

3 Read this article and answer these questions.

- a How is folk music different from modern music?
b Why is the writer worried about the future?

4 Are these sentences **True** or **False**? Correct the false sentences.

- a The writer says that cultures often have their own festivals and styles of writing. *False. Cultures have their own festivals and styles of music.*
b Different areas of one country usually have the same style of folk music.
c One of the purposes of folk music has been to help people to work.
d In the past, people used to learn folk music from books.
e Different areas of Egypt use different musical instruments.
f The writer compares the oud to the violin.

5 Discuss these questions in pairs.

- a Which different countries' music have you heard?
b Where did you hear it?

Folk music

In the same way that cultures have their own festivals, they also have their own traditional **folk** music: a particular style of music that uses different **instruments**.

Unlike other kinds of music, folk music usually develops in local **communities**. Even in one country, different areas, cities and villages often have their own **distinctive** styles. For example, the traditional music of Cairo is different from the music of other parts of Egypt. Distinctive styles developed because, in the past, most people were born and lived their lives in one village or one small area. Music was individual, not influenced by music from other areas.

Today, most modern music is written for **entertainment**. Most folk music, however, has a special purpose. Folk songs, for example, were made up to describe important historical events, to help people get through their day's work, or to sing babies to sleep. Until recent times, folk music was not written down. Children learned it from their families, friends or neighbours.

The **musical** instruments used in folk music also **vary** from place to place. The people of Upper Egypt, for example, often play the rababah, an instrument like a violin; the simsimiyya is the instrument of the Suez area. The oud is common in the folk music of Cairo. It was taken to Europe, where it **evolved** into a number of modern instruments.

Today, travel and modern technology have made it possible for anyone to listen to music not just from other areas, but from other cultures around the world. Because of this, some folk music could disappear in future. With this in mind, it is our **responsibility** to do everything we can to protect the traditional music of our countries, our **regions** and our communities.

Critical thinking

1 Answer the following questions about the article on page 83.

- a Which type of music does the writer describe? *Folk*
- b Why do different parts of the same country have different styles of folk music?
- c In which part of Egypt is the simsimiyya a common instrument?
- d Why do you think that, in the past, folk music was not written down?
- e Do you think that technology has helped music? Why / Why not?
- f Do you think that traditional music will disappear in the future? Why / Why not?

2 Read these quotations from the article and discuss the questions.

- a How would you describe Egyptian music to someone from another culture?
- b Do people still use music for a purpose, e.g. to sing babies to sleep?
- c How is modern music different from traditional music?

In the same way that cultures have their own festivals, they also have their own traditional folk music.

Folk songs, for example, were made up to describe important historical events, to help people get through their day's work, or to sing babies to sleep.



3 Discuss these questions in pairs.

- a What are the main benefits of listening to music? Think about the following.
- how music can affect how you feel
 - how music can help children to learn
 - how music can help people with health problems
- b If you could learn to play a traditional musical instrument, which would you choose? Give your reasons.



SKILLS FOR LIFE

Be proud of the traditional music and culture of your region: it has helped to make you what you are.

WORKBOOK
PAGE 83

Communication skills

Making and responding to suggestions

- 1 You want to find out more about traditional Egyptian culture and decide to join a new book club at the local library. Complete this questionnaire, then compare answers with a partner.

NEW**BOOK****CLUB**

FOR

TEENAGERS

Thank you
for your interest
in our new book club.
We now want to know
more about how you
think the club should
be organised.

- 1 How often do you think the club should meet?
☐ Once a week ☐ Once a fortnight ☐ Once a month
- 2 How many people should be in the group?
☐ Fewer than five ☐ Between five and ten ☐ More than ten
- 3 When would be the best time for the book club to meet?
☐ Evenings ☐ Weekends
- 4 What kinds of books would you suggest members of the club should read?
☐ All kinds of books ☐ Only fiction
- 5 Give the titles of four books that you would like to discuss in the book club.



- 2 Listen to some students discussing the book club.

- a Do any of the students express the same ideas as you put in the questionnaire?
- b Tick the suggestions and responses that you hear.
- c Write whether the responses to the suggestions agree or disagree.

FOCUS ON FUNCTIONS

Making suggestions

- How about + *-ing* ...? ☒
- I'd say ... ☐
- If you ask me ... ☐
- Let's say ... ☐
- We could ... ☐
- What about + *-ing* ...? ☐

Responding to suggestions

- I'd go along with that. ☐
- I'm not sure about that. ☐
- Personally, I'd prefer ... ☒
- Sorry, I don't agree. ☐
- That's a good idea. ☐
- That's what I think. ☐

Agree or disagree?

.....

.....

disagree

.....

.....

.....

- 3 Work in groups of four.

- a Each member of the group should suggest two books to read from his or her questionnaire, giving their reasons. (If a student has spoken about the same book, choose another.)
- b Discuss the book choices as a group, using the expressions from *Focus on functions*. Then agree on the final four books to discuss in the book club.

4

Research Egyptian folk music

Find out:

- in which parts of Egypt it is popular
- which instruments are used in it

Try and find a recording so that you can play some of it in the next lesson.

RESEARCH

WORKBOOK
PAGE 84

Madeleine L'Engle: *A Wrinkle in Time*

- OBJECTIVES**
- Listening** Listening for gist and for specific information
 - Grammar** Modal verbs of necessity, prohibition and lack of necessity
 - Reading** Reading to check predictions and for specific information
 - Critical thinking** Appreciating the importance of your family
 - Functions** Expressing necessity and lack of necessity
 - Writing** Writing about a space explorer



Listening

1 Discuss these questions in pairs.

- Which were your favourite books when you were at primary school?
- What do you think a *wrinkle* is? Where do you usually see wrinkles?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

clear (something) up lecture (n)
non-fiction Switzerland

4 Listen again. Are these sentences *True* or *False*? Correct the false sentences.

- Madeleine L'Engle's mother was a writer.
False. Her father was a writer.
- Madeleine started writing stories when they moved to Europe.
- Madeleine got a degree in English.
- Her first book was about her time at university.
- Madeleine and her husband had three children.
- All of her books were very successful.
- A Wrinkle in Time* is about a girl who travels into space.
- The story has been very successful and was made into a film.

3 Listen to a conversation between Mazin and Salem and answer the questions.

- What is Mazin going to do in his English class next week?
- Who did Madeleine L'Engle read to as she wrote *A Wrinkle in Time*?
- What are Mazin and Salem going to do when Salem has finished the book?

5 Discuss these questions in small groups.

Have you read any stories or seen any films about people travelling in space or time? What happened?

WORKBOOK
PAGE 85



Grammar Modal verbs of necessity, prohibition and lack of necessity

GRAMMAR
REVIEW
PAGE 126

1 Underline the modal verb phrases in these sentences from the listening text.

- We have to read a summary of a book in English next week.
- She had to help her husband by working in his shop.
- It is about a girl who must travel into space.
- She needn't have worried because the book was very successful.
- I don't have to read A Wrinkle in Time for school.
- You must come round to my house when you've finished it.

2 Discuss these questions in pairs.

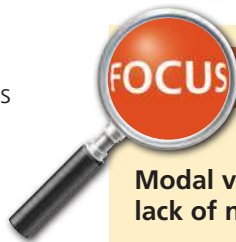
- In which sentences in Exercise 1 does the subject have no choice?
- What is the difference in meanings between these pairs of sentences?
 - You **mustn't** park there. It says 'No Parking'.
You **needn't** park there. There's a better place here.
 - Come and see me tomorrow.
You **must** come and see me tomorrow!

3 Choose the correct modal verb.

- My sister made a cake. You **must** / **have to** try it. It's lovely!
- We can walk to the bookshop if you want, but we **don't have to** / **mustn't**. The bus goes there.
- You **mustn't** / **don't have to** run next to the swimming pool. You might fall over.
- In England, most people **have to** / **must** work until they are 67.
- I **must** / **have to** buy some bread from the shops. Don't let me forget!
- We **needn't have** / **didn't have to** run to the museum because it was already closed when we got there.
- Poor Walid broke his leg yesterday and **had to go** / **needn't have gone** to hospital.

4 Discuss these questions in pairs.

- What must you remember to do this weekend?
- What do you have to do at school every day? What mustn't you do?
- What did you do recently that you needn't have done?



FOCUS ON GRAMMAR

Modal verbs of necessity, prohibition and lack of necessity

- Use **have to** / **has to** + infinitive when you don't have a choice whether to do something or not:
You **have to** show your passport when you leave the country.
- Use **must** + infinitive to express strong feelings or wishes, strong advice, warm invitations and to say that something is important:
I **must study** hard before my exam.
You **must stop** smoking!
They **must come** and have lunch with us.
We **must buy** a present for Ali's birthday.
- The past form of **have** / **has to** and **must** is **had to** + infinitive:
We **had to do** a test at school today.
- Use **mustn't** + infinitive to express prohibition:
You **mustn't park** here. It is not allowed.
- Use **don't** / **doesn't have to** or **needn't** + infinitive to express lack of necessity:
She **isn't late** for school so she **doesn't have to** / **needn't** hurry.
- The past form is **didn't have to** + infinitive / **needn't have** + past participle, but the meanings are different:
I **didn't have to buy** more bread. We already have a lot. (I didn't buy bread because we have some.)
I **needn't have bought** more bread. We already have a lot. (I bought bread, but it was not necessary because we have some.)

WORKBOOK
PAGE 86

Reading

1 Discuss these questions in pairs.

- a What do you remember about Madeleine L'Engle and her story, *A Wrinkle in Time*?
- b Why do you think that Meg's father has gone into space?

2 FOCUS ON VOCABULARY

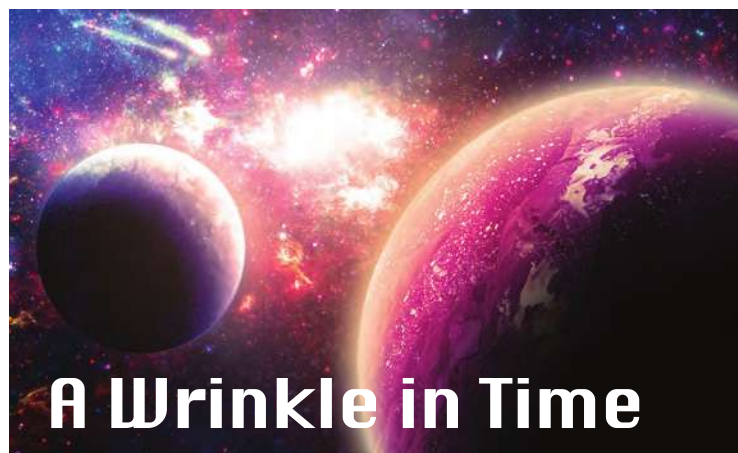
Check the meanings of these words in your dictionary.

concentrate concern (n)
defeat (v) evil (adj) gap
manage rule (v)

3 Read this summary of Madeleine L'Engle's *A Wrinkle in Time* and check your answers to Exercise 1b.

4 Read again and answer the questions.

- a How long has Meg's father been missing?
For more than a year.
- b How can Meg and Charles travel into space?
- c Who or what is IT?
- d What happens to Charles after he tries to fight IT?
- e How do Meg and Calvin escape from IT?
- f What does Mrs Whatsit tell Meg?
- g What does Meg discover that can help Charles?



A Wrinkle in Time

Meg Murry is a schoolgirl who finds life difficult. Her father is a scientist and he had been working on a project that allowed people to travel into space when he suddenly disappeared. He has been missing for more than a year.

One day, a strange woman called Mrs Whatsit visits Meg, her younger brother, Charles and their friend Calvin. She tells them that they can find their father by travelling through a **gap** in time and space.

The next day, Mrs Whatsit and her friends Mrs Who and Mrs Which **transport** Meg, Charles and Calvin to a planet called Camazotz, where they say that the children will find their father. However, the planet is **ruled** by something like a big, **evil** brain called IT. When Charles tries to fight IT, the brain wins and soon controls everything that Charles says and does. Meg finds her father, but when she and Calvin try to help Charles, the brain starts to control them, too.

At the last moment, their father saves Meg and Calvin by transporting them to another planet called Ixchel, but they have to leave Charles behind. He is still controlled by IT.

On Ixchel, they meet Mrs Whatsit again. She says that only Meg can save her brother. She says that Meg has something that can **defeat** IT, but she must discover what this is for herself. So Meg travels back to the planet Camazotz alone.

She is frightened, but slowly she realises that she has a power that IT does not have: the power to love. She **concentrates** on her love and **concern** for her brother and suddenly Charles becomes free from IT's control. Meg and her brother **manage** to travel back to earth, where they land in the vegetable garden of their home. Here they find that all their family, Calvin and Mrs Whatsit are safe.

Critical thinking

1 Discuss these questions in pairs.

- How did Mrs Whatsit help Meg and her brother?
- Why do you think that Meg couldn't find her father during the first year?
- Would you like to read all of *A Wrinkle in Time*? Why / Why not?
- What is unusual about the characters' names Mrs Whatsit, Mrs Who and Mrs Which?
- What does IT usually stand for? Why is IT a good name for the big, evil brain in the story?
- Do you think that characters' names are important in stories or films? Why / Why not?

2 Read this quotation from *A Wrinkle in Time* and answer the questions.

- Why does Meg need to go back to Camazotz?
- Why is Meg frightened?
- How does Meg save her brother?
- What do you think the moral of the story is?
- Would you do something dangerous to help a member of your family? Why / Why not?
- How important is your love for your family, do you think?

Mrs Whatsit says that Meg has something that can defeat IT, but she must discover what this is for herself. So Meg travels back to the planet Camazotz alone. She is frightened, but slowly she realises that she has a power that IT does not have: the power to love.

3 Discuss these questions in pairs.

- Why was Meg's life difficult? What problems did she have?
- Do real people have the same kind of problems as Meg?
- What do you do to help your family? What do the members of your family do to help you?

4 Read these quotations about the family. What do they mean? Which do you agree with? Discuss in pairs.

The love of family and friends is much more important than money or a job title.

Your brothers and sisters may interrupt you, upset you and not do what you ask, but these are the people who know you the best and who love you.

When I was younger, I always wanted to be better than my brothers and sisters. Now I have grown up, we have become the best of friends.

Possessions come and go. Your family is always there.

Being happy is knowing that all the members of your family are healthy and safe.

Communication skills

Expressing necessity and lack of necessity

1 Discuss these questions in pairs.

- What do you need when you go on holiday? What don't you need?
- Have you ever been to London?
- What do you think you would need if you went to London? Make a list.

2 Listen to Fady and Hisham. Have they chosen the same things as you suggested in Exercise 1?

3 Listen again and put the expressions below in the order that you hear them.

FOCUS ON FUNCTIONS

Expressing necessity

- ☐ It's (probably) a good idea to ...
- ☐ You need ...
- ☐ You (really) must ...
- ☒ 1 It's (really) important to / that we ...
- ☐ It's essential to / that you ...
- ☐ You have to ...

Expressing lack of necessity

- ☐ g You don't need ...
- ☐ h You don't have to ...
- ☐ i I don't think it's necessary to ...



4 Work in pairs. Imagine that you are going to go camping in the desert. Plan what you should take. Use some of the expressions from *Focus on functions* and think about the following.

- equipment
- clothes for the daytime
- clothes for the evening
- books
- games and entertainment
- food and drink
- items for safety and health



SKILLS FOR LIFE

Always be prepared to help friends and members of your family in times of trouble.

5 Research the following about explorers in space



RESEARCH

Research information about a modern space explorer. Find out:

- where they have been
- what they have to do to prepare for their exploration
- what they need to take when they explore somewhere

Present what you have found to the class by giving a short talk.

Building and engineering

- OBJECTIVES**
- Listening** Listening to check predictions and for specific information
 - Grammar** Modal verbs of deduction, advice and regret
 - Reading** Reading to check predictions and for detail
 - Critical thinking** Recognising the importance of national and international cultural and historical monuments
 - Functions** Guessing and deducing information
 - Writing** Writing an article about a building project

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

commuter consider diameter drill (v)
investment massive tunnel (n, v)



2 Discuss these questions about the Cairo underground in pairs.

- When was the first line opened? *In 1987*
- How long is Line 1?
- How many lines are there now?
- In what ways do you think it is different to underground systems in London and Paris?
- How many people travel on the underground system every day?

3 Listen to a conversation and check your answers.

4 Listen again and answer the questions.

- Where does the tourist want to go?
- What is the Egyptian man's job?

5 Listen again and match to make sentences.

- The Egyptian man compares the Cairo underground system with those
- The London underground used to have
- It costs the same even if you travel
- The tunnel which goes under the Nile has
- The Egyptian man feels very
- He believes it will make Cairo more attractive to

- ☐ a diameter of over eight metres.
- ☐ business people and tourists.
- ☐ steam trains.
- ☐ to the end of the line.
- ☒ in London and Paris.
- ☐ proud of the underground system.



6 Discuss these questions in pairs.

- Would you prefer to travel by underground train or by bus? Why?
- Why do you think that most large cities have underground systems?

Grammar Modal verbs of deduction, advice and regret

1 Underline the modal verb phrases in these sentences from the listening text.

- a You ought to take an underground train.
 b You must know a lot about it.
 c It can't have been very nice travelling in a tunnel full of steam!
 d That really must have made travelling around Cairo easier.
 e It might have been cheaper in the past.
 f There might be six lines when the project is finished.
 g I should have used it before!

GRAMMAR
REVIEW
PAGE 126

2 Choose the correct modal verb.

- a Ali can't / **must** have travelled to Alexandria this morning. He is ill in bed!
 b Mona forgot that we have a test tomorrow. She **should** / **must** have started revising last week.
 c It **must** / **might** be expensive travelling around London. Bus and underground tickets cost a lot of money.
 d Hassan thinks that he did very well in the exam. He **might** / **must** get the best results in the class!
 e Look, it's raining! I **ought to** / **can't** have brought an umbrella.

FOCUS ON GRAMMAR

Modal verbs of deduction, advice and regret

- When we are sure about something, we use **must** + infinitive:
 Ali **must be** happy. He has just won a gold medal.
 Nadia lived in England for 20 years, so she **must speak** English well.
- The negative form is **can't** + infinitive:
 He **can't be** cold. He isn't wearing a jacket.
- The past form is **must have** + past participle:
 It **must have been** cold there. There is snow on the ground in the photo.
- The negative form is **can't have** + past participle:
 They **can't have had** lunch. Their food is in the fridge.
- When we are not sure about something, we use **might (not)** + infinitive:
 The tourist **might be** American because he has an English guidebook.
 My uncle **might not return** today.
- The past form is **might (not) have** + past participle:
 I **can't find** my book. I **might have left** it at home.
 We didn't see Tarek at the sports club today. He **might not have been** there.
- We use **should (not) / ought (not) to** + infinitive to give advice:
 In summer, tourists **should wear** a hat and **ought not to sit** in the sun.
- We use **should (not) have / ought (not) have** + past participle to express blame for or regret about an action in the past:
 You **shouldn't have arrived** late for your exam.
 I'm sorry! I **ought to have come** on time.

3 Complete with **must have**, **can't have**, **shouldn't have** or **might have** and give a reason from the box below.

He's got a very good memory.
 He'll have to wait two hours until the next one.
 She called me from a friend's phone.
~~The streets are covered in sand.~~
 There are branches all over the ground.

- a There must have been a sandstorm.
The streets are covered in sand.
 b She lost her mobile phone.
 c He missed his train.
 d Ali forgotten.
 e It been very windy during the night.

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Reading

1 **FOCUS ON VOCABULARY**

Check the meanings of these words and phrases in your dictionary.

base (n) carve cliff concrete
 emission illuminate position (v)
 power cut power station
 ray solar solar panel

2 Discuss this question in pairs.

What do the temples at Abu Simbel, the Great Wall of China and solar power stations in South Africa have in common?

3 Read the article and check your answer to Exercise 2.

4 Choose the correct answers to these questions.

- a The temples of Abu Simbel were
 A built from large pieces of stone
 B made out of mud bricks
 C cut into rock
 D brought from another place
- b Today, the temples of Abu Simbel are
 A in the same position
 B higher than they used to be
 C under water
 D lower than they used to be
- c The Chinese built the Great Wall
 A to stop enemies attacking
 B to stop people escaping from China
 C to give work to Chinese people
 D to attract tourists to China
- d What is special about the Great Wall?
 A It is the widest wall in the world.
 B It is the oldest structure built by man.
 C It took thousands of years to build.
 D It is the longest structure built by man.
- e The Jasper Solar Energy Project produces
 A a lot of pollution
 B solar panels
 C power cuts
 D no pollution at all

5 What other great building and engineering works do you know of? Discuss in pairs.

Great engineering

There are some amazing works of engineering around the world, both ancient and modern. Abu Simbel is the site of two temples which were **carved** into a **cliff** in about 1250 BCE. The larger temple was **positioned** so that, at certain times of the year, the **rays** of the rising sun would **illuminate** the temple's statues.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel would be under water, so plans were made to rescue it. The massive statues were cut into pieces and raised over 60 metres up the cliff, where they were attached to a **concrete base**. Today, the temples, which were re-opened in 1968, are an amazing combination of ancient and modern engineering.

Many years after the building of Abu Simbel, China had a different problem which was solved by another great engineering project. Enemies were attacking the rich towns of northern China. The emperor decided to keep the attackers out, so work on the Great Wall of China began in 220 BCE. Eventually, the 6,400 kilometre-long wall became the longest structure ever built. It can't have been easy because it was all made without machines.

One of the most important modern engineering projects took place in 2014 in South Africa. Until recently, the country often had problems with its electricity and there were often **power cuts**, which can't have been easy for a lot of people. For this reason, the Jasper Solar Energy Project was completed near the city of Kimberley. This is now one of the largest **solar power stations** in Africa. It has 325,360 **solar panels** which produce enough energy for up to 80,000 homes, but with zero **emissions**.



Critical thinking

1 Answer the following questions about the article on page 93.

- a When were the two temples at Abu Simbel built? *They were built in about 1250 BCE.*
- b What was decided in 1954?
- c How long is the Great Wall of China?
- d Why do you think that the builders of the temples at Abu Simbel wanted the sun to illuminate the statues?
- e Why do you think that the towns of northern China were being attacked?
- f How do you think that the Jasper Solar Energy Project has improved people's lives?

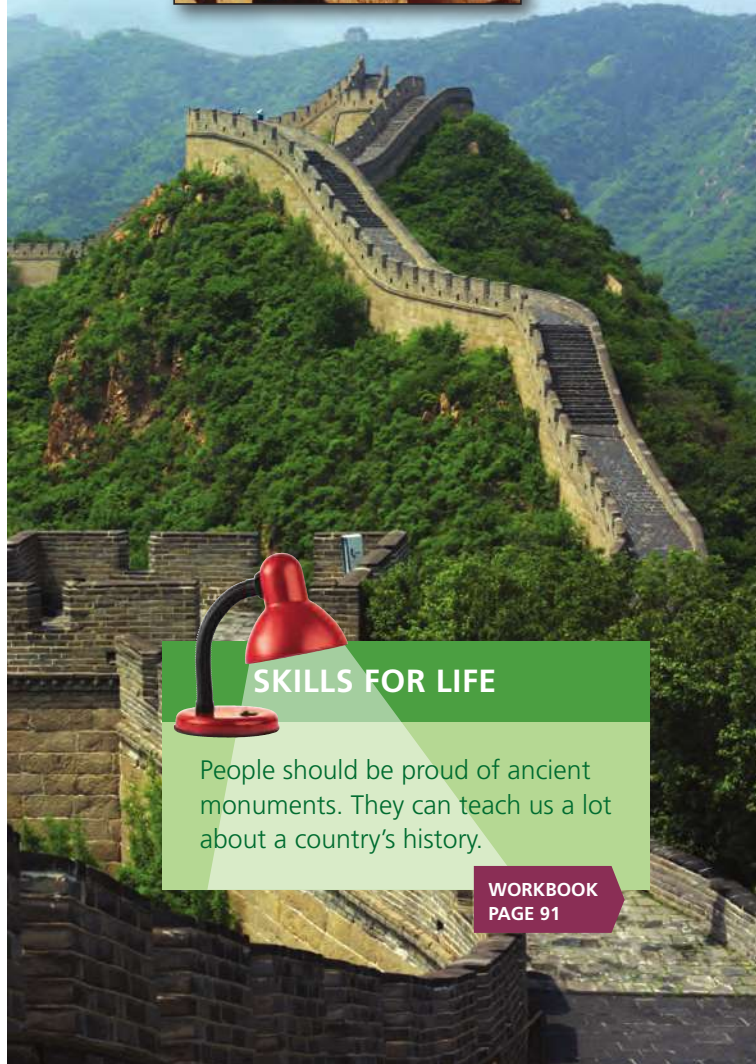
2 Read this quotation from the article and discuss the questions.

In 1954, the government decided to build the Aswan High Dam. This meant that the Nile Valley would be flooded and that Abu Simbel itself would be under water, so plans were made to rescue it.

- a Why was it so important for Egypt to build the Aswan Dam?
- b What effects do huge engineering projects like the Aswan Dam have on the people who live in the area?
- c Do you agree that it is always important to protect our ancient monuments, whatever the cost? Why / Why not?

3 Discuss these questions in pairs.

- a Do you think that there were other reasons for building the Great Wall of China? What were they?
- b Historical monuments are sometimes threatened by new engineering or building projects. What other things may threaten them?
- c Is it ever right for historical monuments to be destroyed?
- d How do you think that we should protect historical monuments?
- e In what ways would Egypt be different if it did not have its historical monuments?
- f Are there any modern buildings that you think will be important for thousands of years? Why / Why not?



SKILLS FOR LIFE

People should be proud of ancient monuments. They can teach us a lot about a country's history.

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Communication skills

Guessing and deducing information

1 Discuss these questions in pairs using expressions from *Focus on functions*.

- Why do you think these structures were built?
- How do you think these structures were built?
- What problems and difficulties do you think there were in building them?
- Why do you think that these structures are important today?

FOCUS ON FUNCTIONS

Guessing and deducing information

- I think they must (have) ...
- Surely / I'm sure they can't (have) ...
- Well, they might (have) ...

The Suez Canal,
Egypt, 1869



Table Mountain cable car,
South Africa, 1929



The world's first
iron bridge,
England, 1779



The Trans-Siberian
Railway, Russia,
1891-1916



2 Work in groups of four.

- Each pair of students should present their answers to the questions in Exercise 1.
- Try to come to an agreement on the best answers.

3 Research information about engineering projects

Find out about one of the engineering projects above, or another famous engineering project. Find out:

- why it was important
- how much it cost
- if it has been successful
- what might have happened if it had not been built

WORKBOOK
PAGE 92

Revision E

Listening

1 Discuss these questions in pairs.

- a Where are these structures? Match the pictures with the cities below.

☒ Dubai

☐ Cairo

☐ Paris

☐ London

- b Why are tall structures like these built?



2 Listen to a conversation between two young people and answer these questions.

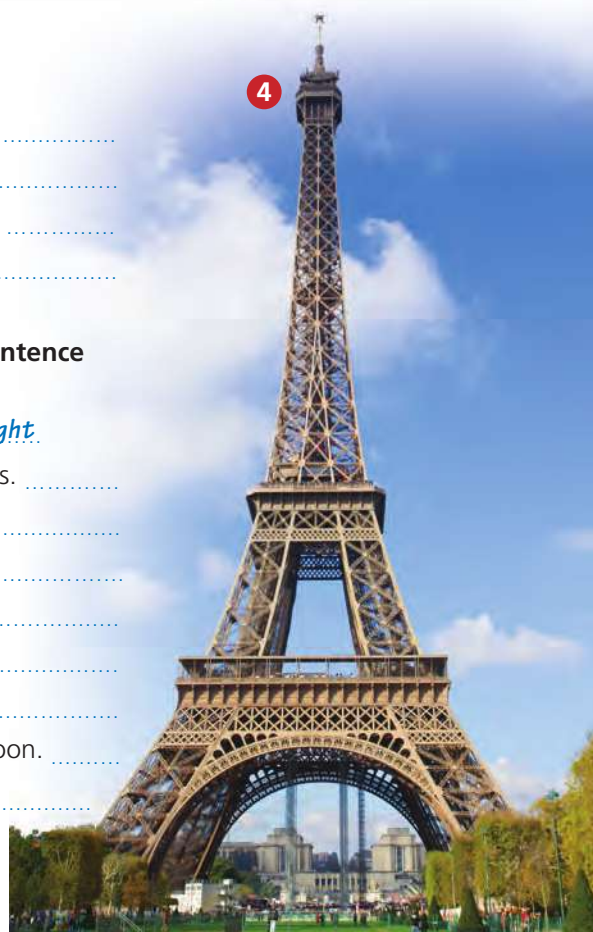
- a Which structure are they talking about?
- b Why was this structure special when it was built?
- c What famous structures can you see from the top of it?
- d What is Adel looking forward to doing?

3 Listen again. Find and correct the mistakes in each sentence (one sentence is correct).

- a The tower closes at one o'clock ~~in the afternoon~~. at night
- b Hamid has been to the top of the tower with his parents.
- c The tower was built as a hotel.
- d You have to eat in the restaurant at the top.
- e It is free for visitors to go to the top.
- f It was damaged by an earthquake in 1992.
- g The tower did not have to be repaired.
- h Hamid would prefer to visit the tower tomorrow afternoon.
- i The tower is not very popular in the evening.

4 Discuss these questions in pairs.

- a Have you ever been to the top of a tall structure?
- b If you have, what was it like? If you have not, would you like to? Why / Why not?



Grammar

1 Complete these sentences with the **-ing** or infinitive form of the verbs in brackets.

- a Fatma is looking forward to starting (start) university next year.
- b Hassan admitted (forget) to post the letter for his grandfather.
- c When we saw that it was very windy, we decided not (go) the beach.
- d On their way to Luxor, the tourists stopped (take) some photos of an ancient temple.
- e Do you regret not (visit) the museum when you were in Cairo?
- f Munir was a soldier so he is used to (spend) a lot of time outdoors.

2 Choose the correct verbs.

I am enjoying my summer school in England. We **a must / had to** be in school at nine o'clock this morning, but the lessons were interesting. The teacher says that my English is good but I know that I **b must / have to** improve my listening skills. Every afternoon there are activities with the other students. We **c don't have to / mustn't** do these, but I really enjoy **d to do / doing** them. I didn't know if the other students would be friendly, but I **e needn't have / didn't have to** worried. They are all really nice! You'd like it here. Next year you **f must / have to** come with me!



3 Rewrite these sentences using **must have**, **can't have**, **should have** or **might have**.

- a I'm sure she was telling the truth. Everyone said the same thing.
She must have been telling the truth. Everyone said the same thing.
- b I don't know where he is. It's possible that he missed his train.
- c Emails don't usually take two days to arrive. I'm sure she didn't send it.
- d I was out this morning. It's possible that he tried to phone me then.
- e Surely he hasn't finished his tea already. It was really hot.
- f My friend sat on the beach without a hat on.
Now his skin is burned.
- g My cousins are still at the airport. Their plane has left.
- h I'm certain that my little brother has hidden my calculator. He's always hiding things.
.....



Reading

1 Discuss these questions in pairs.

- a The picture shows a type of musical instrument called the bagpipes. What do you think that the bag is for?
- b In which countries do you think that the bagpipes are popular?

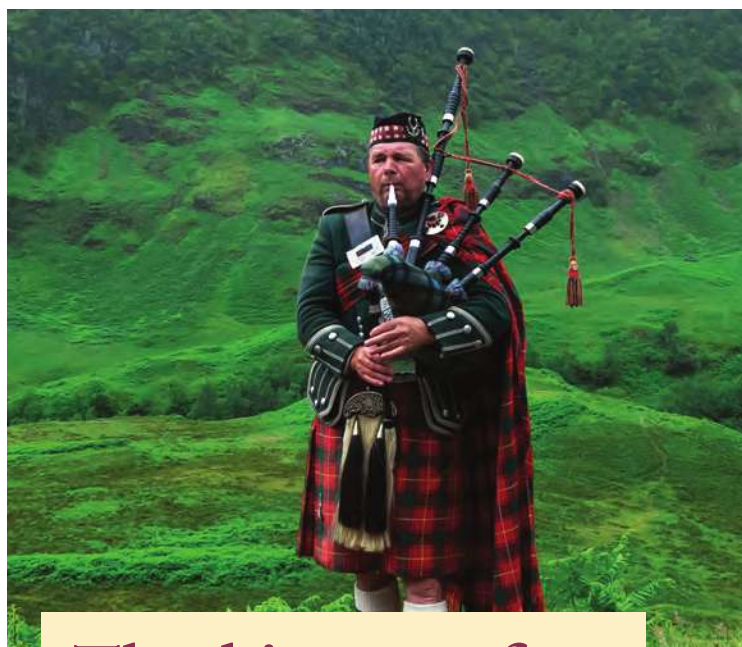
2 Read the article quickly and check your answers to Exercise 1.

3 Read the text again and answer the questions.

- a Where were the bagpipes probably first played?
They were probably first played in Egypt.
- b How did they become popular in the north of Europe?
- c Why didn't people want to listen to the bagpipes inside a house?
- d Why did the Scottish army use the bagpipes?
- e Why can't the English have liked the bagpipes?
- f When can you hear the bagpipes in Scotland today?

4 Discuss these questions in pairs.

- a Have you ever heard the bagpipes? If you have, do you like them? Why / Why not?
- b Can you think of any other musical instrument that is distinctive of a particular country or region?
- c What type of music do you like to hear at important events? Why?



The history of the bagpipes

When people think of distinctive Scottish folk music, they usually think of the bagpipes. However, the instrument was not invented in Scotland. Experts think that the bagpipes must have first been played in Egypt in around the first century BCE, when a bag was added to a type of flute.

To play the bagpipes, a bag made from animal skin had to be filled with air. When the bagpipe player pressed the bag, air went into the instrument, so that the music could be continuous, even when the player stopped blowing.

The bagpipes were very popular and they were taken into the north of Europe by the Romans. People enjoyed listening to the bagpipes for about a thousand years. Then people started to spend more time indoors. Bagpipes, which are very loud, are not the kind of instrument that you want inside a house, so they became less popular in some countries.

In Scotland, however, people still loved listening to them. The army used them to send messages; it is said that the bagpipes can be heard up to 16 kilometres away. For this reason, the English (who often had battles with the Scottish) banned people from playing the bagpipes at the end of the eighteenth century.

Today the bagpipes are played at many important processions and events throughout Scotland. But you don't have to go to Scotland to hear them. They are also popular in Ireland and parts of France, Spain and Turkey.

Communication skills Project

1 Look at the pictures and discuss the situation in pairs.

- What activities do young people in your area enjoy? Make a list, e.g. *sports, language learning*.
- Think about how the factory was used in the past. Use some of these expressions.

- I think it must have been ...
- Surely / I'm sure it can't have been ...
- Well, it might have been ...

- How could the inside and outside of the factory be used for the new activities?

- What changes would be needed? Make and respond to suggestions using some of these expressions.

- How / What about + *-ing* ...?
- If you ask me, we should ...
- I'd go along with that. / That's a good idea.
- I'm not sure about that.
- Personally, I'd prefer ...

- Choose two activities which you think would be successful here.

2 Present your ideas to another pair.

- Pairs take turns to describe their ideas for the two activities.
 - The first pair should explain their ideas clearly using some of these expressions.

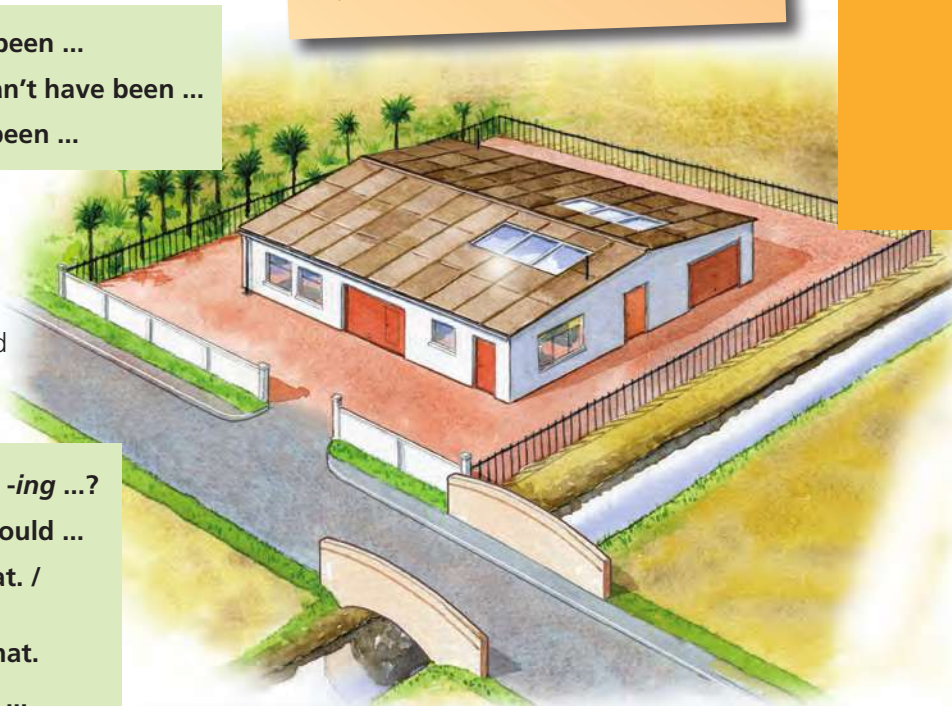
- It's probably a good idea to ...
- It's really important to / that we ...
- I don't think it's necessary to ...
- We don't have to ...

- The other pair should ask for explanations if necessary.

- Choose the best two of the four ideas you have described.

Situation

A small factory near your school is no longer used and is now empty. You have been asked to suggest a new use for this old structure. This must benefit young people or be connected with their education.



3 Present your ideas to the class.

- Each group of four describes their ideas to the rest of the class.
 - Say which activities you have chosen. Give reasons.
 - Describe how the old factory will have to be changed to make these activities possible.
- The class should now choose their two favourite activities.

Extra reading

1 Discuss these questions in pairs.

- a How do different countries decide how to trade with each other?
- b What does an ambassador do?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

agreement appropriate citizen
cooperation copy (n) economic
peace permit (n) sign (v) treaty

3 Read about international treaties and check your answers to Exercise 1.

4 Read the article again and answer these questions.

- a How does the treaty between European Union countries help businesses?
- b What does the Arab League help promote?
- c What is special about the Kadesh Peace Treaty?
- d What did the treaty agree?
- e In what ways is it appropriate that a copy of the Kadesh Peace Treaty can be seen at the United Nations?
- f What do you think might happen if a country broke an agreement with another country?

5 Discuss these questions in pairs or small groups.

- a Do you know any other treaties or agreements between countries?
- b Helping trade would be an example of economic cooperation. What do you think are examples of political, cultural and scientific cooperation that the Arab League promotes?

6 PROJECT

- a Use the internet or the library to find out about an important international treaty. Find out:
 - which countries have signed the treaty.
 - what the treaty helps to promote.
- b Present what you have found to the class in a short talk.

International treaties

Most countries in the world have an **agreement** with foreign countries that allows their ambassadors to live and work there. The job of an ambassador is to look after the **citizens** and business interests of the country which he or she represents.

This is just one of many international agreements and **treaties** between countries. Some of these treaties have been designed to help trade between countries. For example, countries in the European Union have an agreement that means citizens of any member country needn't have a **permit** to work in any other country in the Union. Businesses can employ people and sell products to any other member of the treaty.

Some treaties help countries in other ways. For example, the Arab League helps various Arabic-speaking countries towards **economic**, political, cultural and scientific **cooperation**.

Treaties are not new, however. The world's first ever treaty is believed to be the Kadesh Peace Treaty, **signed** by the Egyptian Pharaoh Ramses II and the Hittite king of an area which is now part of modern Turkey. The treaty of 1258 BCE agreed to end a war that had lasted for many years. A **copy** of the treaty can be seen in today's United Nations building. This is **appropriate** for an organisation which has 193 countries. To be part of the United Nations, each of these countries had to sign a treaty that agrees to promote **peace** and development around the world.



The Kadesh Peace Treaty

WORKBOOK
PAGES 93-96

The importance of trees

UNIT
16

OBJECTIVES

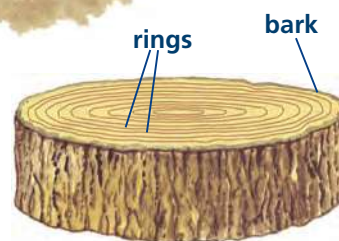
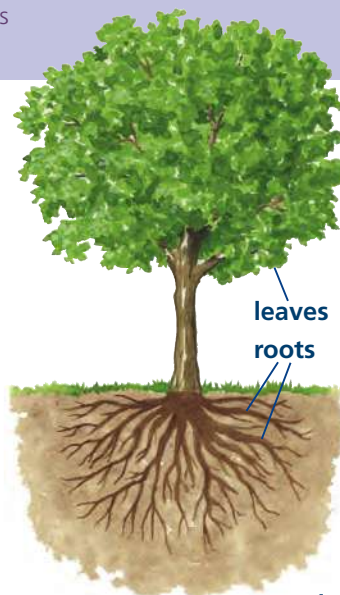
- Listening** Listening for gist and for specific information
- Grammar** Conditional forms
- Reading** Reading for gist and for specific information
- Critical thinking** Understanding the importance of the natural world
- Functions** Giving and ordering instructions
- Writing** Writing a list of instructions

Listening

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

bark (n) calculate extract (v)
harden ring (n) tube width



2 Discuss these questions in pairs.

- How old and tall can trees be?
- What do the parts of the tree in the picture do or show?
- How can we find the age of a tree without cutting it down?
- Listen to a radio programme about trees and check your ideas.

3 Listen again and choose the correct answers.

- The world's tallest tree is nearly **84 / 94** metres tall.
- The tallest tree is between two and three **hundred / thousand** years old.
- Tubes carry water from the **roots / bark** to the leaves.
- Goats and other animals can **kill / eat** trees by damaging the bark.
- Every year, soft **cells / tubes** below the bark of a tree form new wood.
- Rings of new **wood / bark** grow in a tree each year.
- When a thin piece of wood is removed from a tree, **no / a lot of** damage is done to the tree.
- The more rain there is in a year, the **narrower / wider** the tree rings are.

4 Discuss these questions in pairs.

- Are trees usually grown for fruit, for wood, for shelter or for something else?
- Are trees important in cities? Why / Why not?
- Would it matter if there were no trees in your local area? Why / Why not?
- Why do scientists want to know how old trees are?



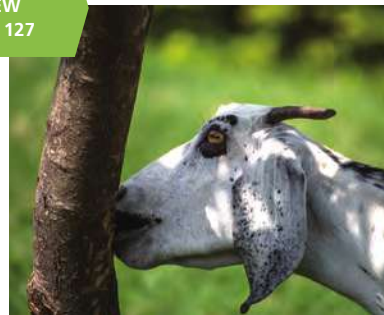
WORKBOOK
PAGE 101

Grammar Conditional forms

GRAMMAR
REVIEW
PAGE 127

1 Choose the correct words to complete these sentences from the listening text. Then write which form of the conditional it is.

- a If you listened to last week's Natural World, you would know / knew that we had a lot of unanswered questions about trees. Second conditional
- b If you **lived** / **had lived** at the time that these trees started growing, you would have seen people build some of Egypt's ancient temples!
- c If the bark is badly damaged, the tree **dies** / **died**.
- d You **will see** / **saw** the rings if you cut the tree down.



2 Discuss these questions in pairs.

- a Which verb tenses are used in the two parts of the sentences?
- b In which of the conditionals could you replace *if* with *when*?
- c What is the difference in meaning between these sentences?
- 1 If it is cold, our plants die.
 - 2 If it is cold, our plants will die.
 - 3 If it was cold, our plants would die.
 - 4 If it had been cold, our plants would have died.

3 Complete these sentences using the correct form of the verb in brackets.

- a If those goats eat (eat) the bark on the trees, the trees will die (die).
- b If water (freeze), it (turn) to ice.
- c If the people hadn't grown enough food, they (become) ill.
- d If it went on raining for much longer, the river (flood).
- e If the farmer's fields had got very dry last summer, he (irrigate) them.

4 Complete these sentences with your own ideas, then compare what you have written in pairs.

- a If you heat ice,
- b If there is a sandstorm tonight,
- c If you mix yellow and blue,
- d If you hadn't caught that train,
- e If the wind was very strong,

FOCUS ON GRAMMAR

Conditional forms

- We use the **zero conditional** (*If / When* + present simple + present simple) to talk about facts and things that are always true:

If / When you **heat** water, it **boils**.

If / When I **read** in bed, I **fall** asleep. It's a habit.

- We use the **first conditional** (*If* + present simple + *will / may / can* + infinitive) to talk about events or situations that we think are probable or possible in the future:

If the bus **arrives** late again, I'll **phone** my mother.

Tarek is ill. **If** he's better tomorrow, he'll **come** to school.

- We use the **second conditional** (*If* + past simple + *would / could / might* + infinitive) to talk about situations that are imaginary or unlikely in the present or future:

If I **was** / **were** rich, I **would build** a palace!

If Egypt **had** a lot of rain, it **might have** a lot more trees.

- We can also use the second conditional to give people advice:

If I **were** you, I'd **read** this useful book.

- We use the **third conditional** (*If* + past perfect + *would / could / might have* + past participle) to talk about past situations or actions that did not happen:

If you **had gone** to the sports club, you **would / could / might have seen** Ali.

If I **had had** enough money yesterday, I **would / could / might have bought** that mobile phone.

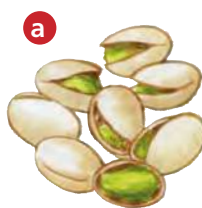
WORKBOOK
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Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

cardboard rubber sap (n)
turpentine valuable



2 Discuss this question in pairs.

Which of the things in the pictures are not connected with trees?

3 Read the article quickly and find out how many of the things in the pictures the article refers to.

Why do we need trees?

If you ask people why we need trees, most of them will answer: “We need wood from trees for building houses”; “We get fruit and nuts from trees”; “We make paper out of wood from trees”; “We can use wood as a fuel for cooking and heating”. Recently, people have added a more serious reason to this list: “Trees help the earth to breathe” or “They protect us from global warming”.

It has been said that more than 5,000 things in everyday use are made from trees. Here are a few of them: furniture, sports equipment, pencils, magazines and newspapers, **cardboard** boxes, musical instruments and – believe it or not – some kinds of toothpaste.

In addition to these uses, trees also give us **valuable** chemicals. **Turpentine**, which is used as a paint remover, is made from the **sap** of trees. Sap can also be used to make **rubber**. If wood is heated, chemicals are produced which can be used to make medicines and some kinds of plastic. Wood products can also be turned into paper, cardboard and materials from which clothes can be made. You may be surprised to hear that wood products are also used in some types of ice cream and other foods.

So, the next time you are reading a newspaper, eating an ice cream, playing the piano or cleaning your teeth, just stop and think: how would you manage to do these things if there were no trees?

4 Complete these sentences with information from the article.

- a Some people believe that trees protect the world from global warming.
- b Furniture, sports equipment and magazines are examples of things which
- c People use turpentine
- d Turpentine is made from
- e Medicines and plastics can be made
- f Some types of ice cream are made with

5 Work in pairs.

- a Look around the room you are in and make a list of everything you can see that comes from trees.
- b Compare lists with other pairs.



Critical thinking

1 Answer the following questions about the article on page 103.

- a How many things in everyday use are made from trees? *There are more than 5,000 things.*
- b What part of a tree is turpentine made from?
- c What things can be made from the chemicals produced when wood is heated?
- d Why does the article say *believe it or not* when referring to toothpaste?
- e Why do you think that it is not dangerous to eat ice cream if it is made with wood products?
- f How would you manage to read a newspaper or play a guitar if there were no trees?

2 Read this quotation from the article and discuss the questions.

- a Do you believe that trees protect us from global warming? In what way?
- b Why are millions of trees being cut down in South America and other parts of the world?
- c How can this be stopped?

Recently, people have added a more serious reason to this list: "Trees help the earth to breathe" or "They protect us from global warming".



3 Discuss these questions in pairs.

- a Egypt has many palm trees. What products come from palm trees?
- b What materials can be used to make things instead of wood?
- c Are other materials better or worse for the environment? Why?
- d What are the advantages and disadvantages of using other materials instead of wood?



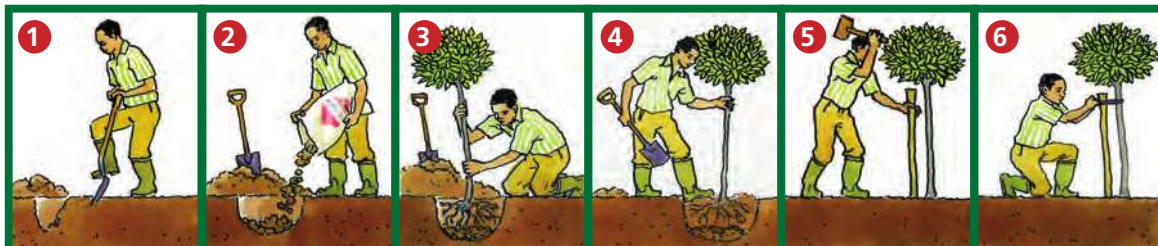
SKILLS FOR LIFE

Most paper can be recycled. Find out where you can recycle paper in your area.

Communication skills Giving instructions

1 Do the following in pairs.

- Match each picture with the correct instruction.
- Underline all the words and phrases used to give instructions.
- Circle all the words and phrases that order the instructions.



FOCUS ON FUNCTIONS

Giving and ordering instructions

- ☐ Now fill the hole. It is important to press the soil down hard with your foot.
- ☐ Finally, tie the tree to the stick.
- ☒ First of all, dig a hole where you want to plant the tree. The hole must be deep and wide enough for the roots of your tree.
- ☐ At this point, it's a good idea to put fertilizer into the hole.
- ☐ When you put the tree into the hole, make sure that the roots are opened out.
- ☐ Then, using a hammer, put a strong wooden stick next to the tree.

2 Plan some instructions to say to a partner.

- First of all, choose an activity that you know well. Here are some ideas:

How to ...

- send an email.
- cook something simple.
- make something out of wood or paper.
- use a device in the house, for example the television.

- Think about what you are going to say. Do not write anything yet.
- Take turns to give each other instructions for your activity. Use some of the expressions from *Focus on functions*. If you do not understand something your partner says, ask him or her questions.



3 Research the following about paper

Find out how to make your own paper, or how paper is recycled.

- Make a list of instructions.
- Demonstrate the instructions to your partner in the next lesson.

RESEARCH

WORKBOOK
PAGE 104

UNIT 17

John Steinbeck: *The Pearl*

- OBJECTIVES**
- Listening** Listening to check predictions and for detail
 - Grammar** Sentences with *wish*
 - Reading** Reading for specific information and to guess the meaning of unknown words
 - Critical thinking** Understanding the effects of greed
 - Functions** Persuading
 - Writing** Writing an email of persuasion



Listening

- 1 Before you hear about the life of John Steinbeck, discuss these questions in pairs.

- a Do you think Steinbeck came from a poor family?
- b Where and when do you think he lived?

The house where Steinbeck grew up



2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

ancestor celebrity correspondent
(economic) depression force (v)
Mexico pearl publicity success

- 3 Listen to a talk about John Steinbeck and check your answers to Exercise 1.

People looking for work in 1930's America



- 4 Listen again and match to make sentences.

- a John Steinbeck's mother's ancestors were
- b John's mother supported her son in his ambition
- c Instead of finishing his degree, John
- d In 1939, Steinbeck won an important prize
- e Steinbeck was not interested
- f The title of the 1947 novel about a diver was

- 1 ☐ went to New York to become a writer.
- 2 ☐ in becoming a famous person.
- 3 ☐ to be a writer.
- 4 ☐ *The Pearl*.
- 5 ☒ from Ireland.
- 6 ☐ for his novel *The Grapes of Wrath*.

- 5 Discuss this question in pairs.

If you were famous, would you enjoy the publicity? Why / Why not?

WORKBOOK
PAGE 105

Grammar Sentences with *wish*GRAMMAR
REVIEW
PAGE 1271 Match sentences with *wish* from the listening text a–f with sentences 1–6.

- | | |
|---|--|
| <p>a <input checked="" type="checkbox"/> 3 Do you love reading but wish you knew more about the authors?</p> <p>b <input type="checkbox"/> His parents wished he had done better there.</p> <p>c <input type="checkbox"/> He wished people had left him alone.</p> <p>d <input type="checkbox"/> I wish he had written more books.</p> <p>e <input type="checkbox"/> I wish more authors would write as well as Steinbeck.</p> <p>f <input type="checkbox"/> I wish that we could speak for longer.</p> | <p>1 He didn't write as many stories as I'd like.</p> <p>2 Steinbeck's mother and father were disappointed because he wasn't very successful at university.</p> <p>3 You'd like to find out more about the writers of your books.</p> <p>4 I'd like other writers to be as good as Steinbeck.</p> <p>5 I'd like to have more time to talk.</p> <p>6 Journalists wanted to know all about him and Steinbeck did not enjoy this.</p> |
|---|--|

2 Discuss these questions in pairs.

- a Which of the sentences a–f express a wish about something that happened earlier? Which tense follows *wish* in these sentences?
- b Which sentence expresses a wish about the present? Which tense follows *wish* in this sentence?
- c Which sentences show anger or sadness about a future situation? Which auxiliary verb follows *wish* in these sentences?

5 Complete the sentences with your own ideas, then compare what you have written in pairs.

- a I wish I could drive a car.
- b I wish I were / weren't
- c I wish I had / hadn't
- d I wish I knew

3 Choose the correct words in these sentences.

- a Ragab wishes he knew / **knows** how to play a musical instrument.
- b She wishes she **had had** / **has had** tennis lessons when she was younger.
- c I wish I **was** / **am** sleeping better at the moment.
- d They wish they **had done** / **did** better in the test yesterday.
- e We wish we **saved** / **could save** more money for the holidays next year.

4 Complete these sentences using *wish*.

- a Sara spent all her money. She wishes she hadn't spent all her money.
- b It was cold and I didn't wear a coat. I wish
- c The baby won't stop crying. The mother wishes
- d They won't tell me what happened. I wish
- e Kamal missed the bus yesterday. He wished
- f Ola's friend did not wait for her this morning. Ola wishes

FOCUS ON GRAMMAR

Sentences with *wish*

- We use *wish* + past simple to talk about present regrets:
I wish I spoke French. (I do not speak French. I regret this now.)
I'm not very tall. I wish I was / were tall enough to play basketball.
- We use *wish* or *wished* + past perfect to talk about past regrets:
She wishes she hadn't got up late yesterday. (She got up late yesterday. She regrets this now.)
He regretted not revising for the test. He wished he had revised.
- We use *wish* + *would* / *could* + infinitive to express future wishes, usually when you feel sad or angry. We use *could* with *I* / *we*:
I wish global warming would stop.
I wish I could find time to read more.

WORKBOOK
PAGE 106

Reading

1 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

evil	greed	scorpion
throw away		trick (n)

2 Now read the summary of *The Pearl* and answer these questions.

- a Why is Kino happy when he finds the pearl?
He is now a wealthy man.
- b Why do Kino and his family decide to go to another town?
- c Why does Kino throw the pearl into the sea?
- d What do Kino and Juana wish at the end of the story?

3 Guess the meanings of these words from the story and check in your dictionary.

fire (v) merchant sting / stung treat

4 Read the story again and put the sentences in the order that they happened.

- a ☐ Merchants try to trick Kino.
- b ☐ The doctor does not treat Coyotito because the family does not have enough money.
- c ☐ Kino hides in a cave with his family.
- d ☐ Kino finds an enormous pearl.
- e ☐ Kino and Juana throw the pearl into the sea.
- f ☒ 1 Kino's son is stung by a scorpion.
- g ☐ The doctor is happy to treat Coyotito.
- h ☐ Thieves kill Coyotito by mistake.

5 Discuss these questions in pairs.

- a What does *The Pearl* tell us about greed?
- b Which people are greedy in the story?

The Pearl:

A story of greed



Kino, a Mexican pearl diver, and his wife Juana live a happy life until, one morning, their son Coyotito is **stung** by a **scorpion**. They take him to the local doctor, but he will not **treat** the boy because the family is too poor to pay. Juana treats the boy herself. That same day, Kino goes diving and finds an enormous pearl, which means he is now a wealthy man. However, when other people hear about the pearl, they plan to steal it.

When the doctor hears about Kino's pearl, he offers to treat Coyotito, even though Juana's treatment has already cured him. That night, someone tries to steal the pearl, so the next day Kino goes into town to sell it. The **merchants** say the pearl is not very valuable because it is too big. Kino knows this is a **trick** and so he decides to go to another town to sell the pearl.

Juana wishes Kino would **throw it away** because she believes it is **evil** and fears that it will destroy the family, but Kino refuses. He wants it to pay for his son's education.



On their way to the other town, the family are followed by thieves who want the pearl. Juana and Coyotito **hide** in a mountain cave, but Coyotito cries out. When the thieves hear this noise, they **fire** their guns at what they think is a wild animal. Kino attacks the thieves, but by now it is too late – Coyotito is dead.

Kino and Juana wish they had never found the pearl. Deciding it is evil, they return to their home town and throw it into the sea.



Critical thinking

1 Answer the following questions about *The Pearl*.

- What is Kino's job? *He is a pearl diver.*
- Why does Coyotito need a doctor?
- Where do Juana and her son hide on their journey to another town?
- Why do you think that Juana wants Kino to throw the pearl away?
- Why do you think that Kino wants to pay for his son's education?
- Why do you think that Coyotito cries out when he is in the cave with Juana?

2 Read the following extract from the story and answer the questions.

Juana told Kino that she thought the pearl was dangerous and asked him to throw it away. Kino disagreed. He told his wife that he wanted to send their son to school and to give him a better life. This was their only chance to escape from their situation.

- In what way is the pearl dangerous?
- What does Kino mean when he says it is *their only chance*?
- What does he mean by their *situation*?

3 Discuss this question in pairs.

What do you think is the message of this story? Discuss each of these ideas and then choose which you think fits the story best.

- It is better to be poor than to be rich.
- You should not try to improve your life.
- Being wealthy does not always solve people's problems.

WORKBOOK
PAGE 107



SKILLS FOR LIFE

Work is important, but family and friends are more valuable than money.

Communication skills Persuading

- 1 Listen to three short conversations. What is the speaker in each conversation trying to persuade the other person to do?

a *Get more sleep*
b
c

- 2 Listen again and put the expressions below in the order that you hear them.

FOCUS ON FUNCTIONS

Persuading

- a ☐ Are you sure you can't ...?
b ☐ Can't I persuade you to ...?
c ☒ I really think you should ...
d ☐ Why don't you ...?
e ☐ Please ...
f ☐ Surely the best thing to do is to ...

I've got three younger brothers and sisters under the age of ten. I'd like the money to be spent on things for young children, for example, a public playground.

I'm learning to drive and I'd like the money to be spent on improving the roads.

I like living in my neighbourhood, but I think that people's homes need to be improved. I'd like the money to be spent on repairs and decorating.



- 3 Read the situation and what the three students say and discuss in groups of three.

Situation

Your neighbourhood has been given a large amount of money. You have the job of deciding the best way to spend this money. You all have different ideas, but you must agree in order to get the money.

- a Take turns to tell your group how you think the money should be spent. Each student should speak for one minute to start with.
b When each student has spoken, have a general discussion. You should try to agree on how the money should be spent. Use some of the expressions from *Focus on functions*.
c Compare your group's decision with the decisions of other groups.

4 Research the following about a period in history

Find out about one of the following:

- The First World War
- The Second World War

Summarise the events and give a presentation to the class.

RESEARCH

WORKBOOK
PAGE 108



The power of nature

UNIT
18

OBJECTIVES

Listening Listening for gist and for detail
Grammar Alternatives to using *if*
Reading Reading for gist and for detail
Critical thinking Understanding the power of nature
Functions Asking for and giving explanations
Writing Descriptions of natural phenomena



Listening

1 Look at the pictures and do the following.

a Can you match these words and phrases with the pictures?

- | | |
|--|---|
| <input checked="" type="checkbox"/> geyser | <input type="checkbox"/> volcano |
| <input type="checkbox"/> waves | <input type="checkbox"/> electrical storm |

b How can each of these powers of nature affect human beings? Think of good and bad effects.



2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

absorb degrees centigrade
 directly eclipse (n) harmful
 heat (n) sunburn ultraviolet rays

3 Listen to a professor and two students discuss a power of nature and answer the questions.

- a What are they talking about?
- b Which good and bad effects do they talk about?

4 Listen again. Find and correct the mistake in each sentence (one sentence is correct).

- a Life on earth depends on heat and light from the ~~moon~~ sun
- b The sun is made of hot rock.
- c The distance between the sun and the earth is 50 million kilometres.
- d The temperature at the surface of the sun is 15 million degrees.
- e The atmosphere absorbs most of the sun's harmful rays.
- f You can look at the sun safely if you are wearing sunglasses.

5 Discuss these questions in pairs.

- a What else can you do to protect yourself from sunburn, as well as wearing sun cream?
- b What other powers of nature affect people?

WORKBOOK
PAGE 109

Grammar Alternatives to using *if*GRAMMAR
REVIEW
PAGE 127

1 Match the underlined parts of the sentences from the listening text a–f with the phrases that have the same meaning 1–6.

- a ☒ Without heat and light from the sun, there would be no life on earth.
- b ☐ On condition that you took the temperature at its centre, it would be that hot.
- c ☐ You won't damage your eyes as long as you don't look at the sun.
- d ☐ You shouldn't watch an eclipse unless you have a special viewer.
- e ☐ She would have been fine provided that she'd worn sun cream.
- f ☐ Supposing that there wasn't a sun, what would life be like then?

- 1 if you don't have
2 if she had
3 if you took
4 if there weren't any
5 if there weren't a
6 if you don't

2 Rewrite these sentences using an *if* clause.

- a Provided that we play tennis early, it won't be too hot. *If we play tennis early, it won't be too hot.*
- b I never have fizzy drinks unless I'm very thirsty.
- c Tarek will have a place at the university on condition that he passes his exams.
- d He couldn't have climbed that mountain without being very fit.
- e You won't be late for the lesson as long as you go now.
- f Supposing you won the prize, how would you feel?

3 Rewrite these sentences using the words and phrases in brackets.

- a Ali could go to the park if he was home by eight o'clock. (*on condition that*)
Ali could go to the park on condition that he was home by eight o'clock.
- b You can't go into the airport if you don't have a passport. (*without*)
- c They'd be in London now if they caught the midday plane. (*provided that*)
- d My team won't win the match if they don't have their best players. (*unless*)
- e You'll pass the test if you work hard. (*as long as*)

FOCUS ON GRAMMAR

Alternatives to using *if*

- *Provided that* / *On condition that* / *As long as* are expressions with a similar meaning to *if*. *Provided that* / *On condition that* are quite formal:
You can borrow my pen if / provided that / on condition that / as long as you give it back.
- In informal English, we also use *supposing* / *imagine (that)* instead of *if*:
Supposing / Imagine (that) you found a job in Cairo, what would you do?
- *Unless* + sentence and *Without* + -ing mean the same as *if ... not*.
We can't enter the building if we don't wear / unless we wear / without wearing a helmet.
If they didn't have / Unless they had / Without having a ticket, they wouldn't have been able to watch the match.
- We often use *in (the) case of* on signs to mean *if there is*:
In case of emergency, call 122.

4 Look at the sign and answer the questions.

- a Where might you see this sign?
- b What does *In case of* mean?
- A If there had been
B If there is
C Unless there is

In case
of fire,
break the
glass.

5 Complete these sentences.

- a I never cross a road unless
- b Provided that I revise well,
- c I would never sit in the sun without

WORKBOOK
PAGE 110

Reading

1 Discuss this question in pairs.

How would you describe the weather to a foreigner who was planning to visit your part of Egypt?

2 FOCUS ON VOCABULARY

Check the meanings of these words in your dictionary.

beneath drought lightning (n)
northern occur phenomenon
rainfall violent

3 Read this article quickly and answer these questions.

- What is ball lightning? *It's a ball of light as big as a football which floats around.*
- What happened to the town of Dunwich?
.....
- Where was the worst flood in history?
- When did the River Thames freeze?

4 Complete these sentences with information from the article.

- People are not often surprised by *weather forecasts.*
- Dunwich disappeared under the sea after it was
- The worst storm in Britain, which killed more than 8,000 people, took place in
- In 1887 in China, around a million people died when
- Very high temperatures can cause
- In Europe during the eighteenth century,

5 Discuss these questions in pairs.

- Has the weather in your part of Egypt changed in recent years?
- Could you live in a country where the weather was very different from the weather in Egypt? Why / Why not?

Unusual weather

The word *weather* usually means the sun, rain, wind or snow. If you live in southern Europe or Africa, you know that temperatures are higher and there is less rain than if you live in **northern** Europe or Canada. It is unusual for a weather forecast to surprise us.

However, strange weather can **occur** all over the world. For example, people have seen giant pieces of ice falling from the sky. And what would you think if you saw a ball of light as big as a football on a plane, or floating through your home? Weather experts call these balls **ball lightning**.



Some storms are very unusual and may cause terrible damage. The English town of Dunwich was once an important port, but in the fourteenth century, high waves and **violent** storms hit the area and most of the town disappeared **beneath** the sea. The worst storm in Britain killed more than 8,000 people in 1703. The worst flood in history was in 1887 in China when the Yellow River flooded and killed around a million people.

Unusual weather is becoming more common, with very high or low temperatures and very heavy **rainfall** all over the world. This causes serious **droughts** in some places and floods in others. However, this is not a modern **phenomenon**: in Europe in the eighteenth century, there was a Little Ice Age when rivers like the River Thames in England froze.

What will happen to our weather in the future? Unless we can stop global warming, one day 'unusual' weather may not be unusual any more.

Critical thinking

1 Answer the following questions about the article on page 113.

- a What has been seen falling from the sky? *Giant pieces of ice*
- b How many people died when the Yellow River flooded in 1887?
- c When did the town of Dunwich disappear?
- d Is unusual weather only a modern phenomenon? Why / Why not?
- e Why do you think that unusual weather may not be unusual in the future?
- f Why do you think that we are not usually surprised by weather forecasts?

2 Read this text and discuss the questions.

The windiest place in the world is Port Martin in Antarctica, where the average wind speed is 64 kilometres an hour. The highest wind speed recorded there was 325 kilometres an hour. Here the wind is so strong that it can lift people off their feet.

- a Could you live in a place as windy as this?
- b How do you think that the wind affects the people who visit Port Martin?
- c What other kinds of extreme weather are there? Have you any experience of any of these types of weather? Tell a partner about it.



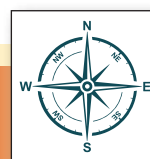
3 Discuss these questions in pairs.

- a *Storm chasers* are people who find and follow storms. Why do you think that they do this?
- b What are the dangers of chasing a storm? Do you think that people should put their lives in danger like this? Give your reasons. Use the language below.

- If you ask me, storm chasers are ...
- If I were a storm chaser, I would / wouldn't ...
- If they get too near a storm ...
- If the storm were very big ...



4 FOCUS ON THE POINTS OF THE COMPASS



We add the suffix *-ern* to create adjectives for direction. Complete these sentences with the correct form of the directions in brackets.

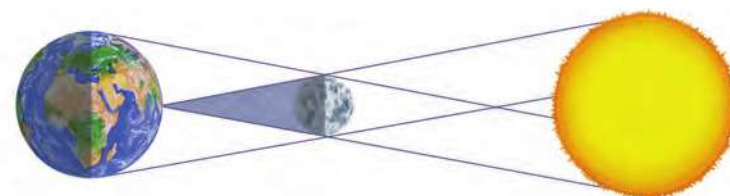
- a My cousins live in the *south* of Egypt. (*south*)
- b In summer, temperatures are not so hot in Egypt. (*north*)
- c Spain is in Europe. (*west*)
- d Some of the biggest shopping centres are in the part of the city. (*east*)

Communication skills Asking for and giving explanations



1 Do the following in pairs.

- Look at this picture. During an eclipse of the sun, why does it become dark on the earth?
- Now listen to a teacher explaining an eclipse of the sun and check your answers.
- Listen again and tick the expressions below that you hear.



FOCUS ON FUNCTIONS

Asking for an explanation

- ☒ Can you explain why ...?
- ☐ Do you know how ...?
- ☐ I'd like to know how ...
- ☐ Why is it that ...?

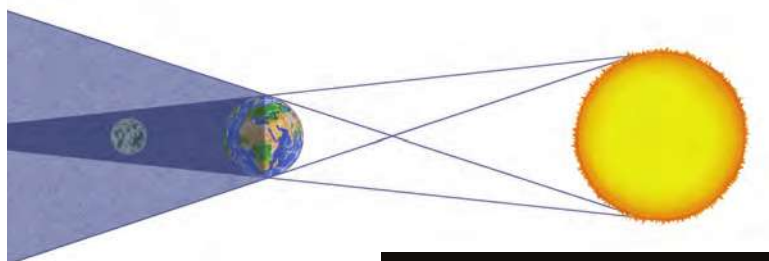
Giving an explanation

- ☐ Let me explain.
- ☐ I'll try and explain.
- ☐ Here's what happens.
- ☐ What happens is ...



2 Look at this picture of an eclipse of the moon and discuss this question in pairs.

During an eclipse of the moon, why does the moon seem to disappear?



3 Work with a new partner.

- Student A asks Student B for an explanation of why the moon seems to disappear during an eclipse of the moon. Student B gives an explanation. Use the phrases from *Focus on functions*.
- Now Student B asks Student A for an explanation of why the sun seems to disappear during an eclipse of the sun. Student A gives an explanation. Use the phrases *Focus on functions*.



SKILLS FOR LIFE

Remember that there is a time difference between some countries because the sun reaches different parts of the earth at different times. For example, Egypt is two hours ahead of Britain.

4

Research information about the moon



RESEARCH

Find out about:

- the phases of the moon
- how the moon affects the tides
- why the moon is important

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Revision F

Listening



1 Discuss these questions in pairs.

- a Look at the map. What climate do you think that rainforests grow in?
- b Are trees that grow in different parts of the world different to trees in rainforests? How?
- c Listen to a talk about forests and check your answers.



2 Listen again and choose the correct answers.

- a How much of the earth's surface is covered by forest?
A 10% **B 20%**
C 30% D 40%
- b Which of these places does Professor Beech refer to as a *rainforest area*?
A China B Australia
C India D Central Africa
- c Why do some trees in rainforests grow very tall?
A To escape from animals. B To find water.
C To reach sunlight. D To produce fruit.
- d What type of trees grow in places where the climate is not very hot or very cold?
A very tall trees B very short trees
C trees which lose their leaves D trees with long branches
- e Why do trees in cold climates have branches that point down?
A So snow can fall off. B So their leaves can come off.
C To reach the light. D Because there are so many trees.
- f How big is the forest the Professor describes?
A 11,000,000 km² B 1,000,000 km²
C 100,000 km² D 11,000 km²



3 Discuss these questions in pairs.

- a Why are the earth's trees so important?
- b Are there any of the types of forest described by Professor Beech in Egypt?
- c Which of the types of forest that he describes would you like to visit? Why?
- d Supposing there were no forests on earth, what problems would we have?



Grammar

1 Complete these conditional sentences using the correct form of the words in brackets.

- a If you eat a lot of salt, (it / make / you / thirsty)
it makes you thirsty.
- b Be careful! If you look straight at the sun like that, (you / damage / eyes)
- c That pan was very hot. If you had picked it up, (burn / hand)
- d If I play computer games for too long, (I / get / bad headache / the next day)
- e If I went to bed very late, (not sleep well)
- f If you phone me this evening, (I / tell you what happened at the meeting)



2 Make two sentences about each situation using wish.

- a Hamdi went to the beach last weekend, but there was a sandstorm. He didn't swim in the sea.
Hamdi wishes there hadn't been a sandstorm. He wishes he had swum in the sea.
- b Mona couldn't run in the school competition because she hurt her leg.
- c Fatma doesn't speak Japanese so she can't help the Japanese tourists.
- d Ali didn't do as well in the exams as his friend Hassan. Hassan is going to go to a different university to him.
- e Tarek can't fly to Australia to see his cousins because it will be too expensive to get there.



3 Complete these sentences with your own ideas.

- a Provided that the children don't make too much noise, they can use the school library.
- b You can go into the museum as long as
- c You won't be able to understand this French book unless
- d Without their best players,
- e Supposing you found some ancient coins,
- f You can borrow my new phone on condition that



Reading

- 1 Complete this article about sandstorms with these words.

as long ~~cause~~ cover drought
fertile If massive occur
phenomenon

- 2 Read the article again. Are these sentences **True** or **False**? Correct the false sentences.

- a In October 2017, London's sky was an unusual colour. **True**.....
- b It was caused by a sandstorm in England.
- c Sandstorms can blow sand up to 300 kilometres an hour.
- d It is not a good idea to drive in a sandstorm.
- e It is best to hide behind a large rock if you are outside.
- f The sandstorm in Australia was caused because there had been no rain.
- g The sand from the Sahara can damage the rainforest.

- 3 Discuss these questions in pairs.

- a Have you ever been outside in a sandstorm? What happened?
- b What would you do if there was a sandstorm tomorrow?
- c Do you wish that you lived in a country that had more rain? Why / Why not?



The danger of sandstorms

In October 2017, people living in London were surprised to see that the sky was a strange, red colour. The **a** *cause* of this unusual event was sand from the Sahara Desert, which had been blown thousands of kilometres by the wind. But although this event was an unusual **b** for England, it is not unusual in Egypt and other countries that have deserts or very dry areas.

Sandstorms **c** when strong winds blow sand from the ground. These storms can blow sand to a height of 300 metres and at up to 40 kilometres an hour. The sand can damage your eyes and make it hard to breathe, but you won't have problems **d** as you do the right things. If you are in a car, the driver should move to the side of the road and stop until the storm passes. It is dangerous to drive because it can be difficult to see. **e** you are outside, try to find somewhere out of the storm. A building is best, but if you are not near one, hide behind a car or a large rock. Try to **f** your eyes, nose and mouth.

Sandstorms are common around the Sahara Desert, but also in many parts of Australia and America. In the USA, they are known as *haboobs* after the Arabic for wind. In 2009, a **g** in Australia caused a **h** sandstorm which was about 3,450 kilometres wide.

Every year, sandstorms carry about 2.4 billion tons of sand and soil across the earth, but they are not always bad news. Scientists believe that some of the Sahara's sand blows as far as the Amazon, and helps make the soil in the rainforest more **i**.



Communication skills Project

1 Read this situation and choose the best option.

Situation

You read in a magazine that 20 minutes of exercise a day will keep you healthy and fit. You want to decide how you can do this. Think about the advantages and disadvantages of the following activities:

- Start a new sport which you can do every day
- Go running in the park
- Walk or cycle to places instead of taking the bus
- Walk up and down some stairs every day
- Do exercises with your friends every day
- Join a gym

2 Work in groups of four.

- a Try to persuade the other students in your group that the activity you chose is the best option using some of these expressions.

- I really think we should ...
- Surely the best thing to do is to ...
- Why don't we ... ?
- Can't I persuade you to ...?

- b When the other students in your group have spoken, ask them about their choices using some of these expressions.

- Can you explain why ...?
- Do you know how / why / what / when ...?
- I'd like to know how / why / what / when ...?
- Why is it that ...?

- c Answer the other students' questions using some of these expressions.

- Let me explain.
- Here's what happens / we do.
- What happens is ...

- d When all the students have spoken, choose the best activity by having a vote.



3 Plan your new activity.

- a Now you have chosen an activity to do, think about where and when you can do it. Use some of these expressions.

- First of all, we should ...
- Then / Next / Now ...
- At this point ...
- Finally ...

- b Present your ideas to the rest of the class.

- c When all the groups have spoken, have a class vote on the best idea for an activity to keep you all fit and healthy.

Extra reading

1 FOCUS ON VOCABULARY

Check the meanings of these words and phrases in your dictionary.

billion biodegrade digest
end up straw tip (n)

2 Work in pairs and do the quiz.

1 You see some rubbish in the street. What do you do?

- a Pick it up and put it in the bin.
- b Say that it is sad to see rubbish there.

2 In a shop, you see some fruit in a paper bag and some in a plastic bag. Which do you buy?

- a The fruit in a paper bag because paper can be recycled.
- b The fruit in the plastic bag because plastic is stronger.

3 You have an old toy that you don't play with any more. What do you do with it?

- a Find out if a charity wants it.
- b Throw it away.

4 You have a lot of old school notes on pieces of paper. What do you do with them?

- a Find a place that recycles paper.
- b Put them in the rubbish bin.

3 Do you think you are more careful about your effect on the environment if you answered mostly a or mostly b to each question? Why?

4 Discuss this question in pairs.

What do you think happens to most of the plastic that we throw away?

5 Read about the problem with plastic and check your answers to Exercise 4.

6 Read the text again and answer the questions.

- a Why do you think that half of the plastic we throw away is only used once?
- b Why are straws such a big problem?
- c Why is it a problem for people if fish eat plastic?
- d Why do we continue to use so much plastic?



The problem with plastic

Think about some of the things that you use every day: phones, computers, bags, toothbrushes, pens and toys. These are all probably made of plastic, or have plastic in them. Plastic is easy and cheap to make, so it is not surprising that so many things are made from it. However, it is thought that half of the plastic that we use is only used once before it is thrown away.

Experts think that since the 1950s, a **billion** tons of plastic has been thrown away. Some plastic can be recycled and some plastic can be burned to produce energy. However, most plastic **ends up** on **tips** or in the world's oceans.

Think about drinking **straws**. Plastic straws were invented in the 1960s. The problem is that 500 million straws are used every day in the USA alone! Most of these are made from a plastic that will never **biodegrade**. If the straws go into our oceans, the plastic breaks into small pieces. Animals and fish think that this is food and often eat it, but plastic cannot be **digested** and is toxic for fish. It is not healthy for us to eat fish that have eaten plastic.

And it is not only straws that cause problems. Around 35 billion plastic water bottles are thrown away every year in the US, and around 500 billion plastic bags are used each year around the world. As long as plastic is cheap and easy to buy, the problem will remain. Unless something is done about the problem soon, some experts predict that by 2050, there will be more plastic in the ocean than fish. It is for that reason that some people wish that plastic had never been invented.

7 PROJECT

- a Find out in what ways we can stop having so much plastic in our oceans.
- b Make a poster encouraging people to help the environment by stopping plastic waste.

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Grammar review

Units 1-3

Past simple

- For an action that started and finished in the past, and for one event that follows another in the past: *At the age of seven, my parents **took** me to Jordan. I **went** to the park and **met** my friends.*
- For past habits: *I **played** tennis every day when I was younger.*
- Use the past simple, not the past continuous, when you describe states or senses: *I **saw** Ali while he **was** at the sports club.*

NOTE:

Use **during**, not **while**, before a noun:

***During** the party, I **met** an old friend.*

Past continuous

- For past actions happening for a length of time or at the same time, often with *while / as / when*: *While / As / When my mother **was making** the dinner, I **was looking after** my baby sister.*
- For an activity which was interrupted by an event in the past: *Somebody phoned me while / as / when I **was cooking** the dinner.*
- For a continuous action that happened at a particular time in the past: *I **was travelling** to Cairo at eight o'clock this morning.*

Past perfect

- For past actions that happened before other past actions: *As soon as he **had taken** the photograph, he **showed** it to his friend. The captain **did not sit down** until all the passengers **had left** the boat.*

Present perfect

- For actions which started in the past and still continue, or which have results in the present: *My father **has worked** in a bank for many years. His car doesn't work, so he **has taken** it to the mechanic's.*
- For past experiences, without saying when, often with *yet, never* or *ever*: *Ahmed **has been** to many countries, but he **hasn't visited** England **yet**. I **have never flown** on a plane. **Have** you **ever tried** snorkelling?*
- For very recent actions (often with *just*): *The game **has just finished**.*
- We use *for* before a period of time and *since* before a starting point in the past: *I've lived here **for** a year / **since** last year.*

NOTE:

We use the past simple with a time or date:

*I've **been** to England. I **went** there in 2017.*

Future forms and tenses

Future simple (will + infinitive)

- For predictions: *I'll probably **be** away for a week.*
- For future facts: *I'll **be** 16 next week.*
- For quick decisions: *I'll **answer** the phone!*
- For offers: *I'll **go** shopping with you if you like.*

Future continuous (will / may + be + -ing)

- For actions that will or may be in progress at a time in the future: *My father **will / may be travelling** to Luxor all tomorrow morning.*

Future perfect (will have + past participle)

- To predict something that will be finished by a time in the future:
*By next summer, my older sister **will have finished** at university.*

going to + infinitive

- For plans, intentions and decisions: *My sister **is going to apply** for a place at medical school.*
- For predictions with present reality or evidence: *I've just read the weather report. **It's going to be** sunny.*

Present continuous

- For arrangements: *Tomorrow, we **'re visiting** friends. We **'re taking** the bus to their village.*

Present simple

- For events on a timetable: *My plane **leaves** at 7.30 in the morning.*

Units 4-6

Relative clauses

Relative clauses: Type 1 (essential)

- Sentences **d**, **e** and **i** below each contain a Type 1 (essential) relative clause. The information in the relative clause is necessary to the meaning of the sentence.

Relative clauses: Type 2 (non-essential)

- Sentences **a**, **b**, **c**, **f**, **g** and **h** below each contain a Type 2 (non-essential) clause. The information in the relative clause is not necessary to the meaning of the sentence. It simply gives us extra information.
- Use *who* or *that* to refer to people, and *whose* to refer to possession or relationship:
 - a** *My penfriend, **who** lives in Sweden, is studying science at university.*
 - b** *Aisha, **whose** father is a well-known doctor, is my best friend at school.*
 - c** *Leila, **whose** bag is in the classroom, is feeling ill.*
 - d** *My brother **that** lives in New York is going to visit us soon.*
- Use *that* or *which* to refer to things:
 - e** *Fruit **that / which** ripens on the tree tastes best.*
 - f** *Our flat, **that / which** is on the fifth floor, has a view of the Nile.*
- Use *where* to refer to places:
 - g** *My brother went to Alexandria University, **where** he studied architecture.*
- If we use prepositions in relative clauses, the preposition usually comes before the relative pronoun:
 - h** *Last week, we had a meeting, **at which** we found out about next year's school trip.*
 - i** *She's written an article **in which** she describes the problems facing our country.*
- In Type 1 relative clauses, object pronouns can often be left out:
Do you like the people (that) you met on holiday?

NOTE:

Do not use **that** as a relative pronoun in a Type 2 relative clause.

Distributives: *all, both, half, each, every, either* and *neither*

- Use *all* with singular nouns to talk about the whole of a group or thing. Use *all of* with plural nouns:
*We **all** took a test. **All of** the students passed.*
- We usually use *both* to talk about two people or things: *I ate **both** the apple and the orange.*
- Use *half* with singular nouns and *half of* with plural nouns:
***Half** the chess team were girls. **Half of** the cakes have been eaten already!*
- Use *each* with singular nouns to refer to members of a group as individuals. Use *each of* with plural nouns: ***Each** member of the team plays really well. **Each of** their parents took a photo of them.*
- Use *every* with singular nouns to refer to all the members of a group together:
***Every** car in the city causes some pollution.*

- Use *either* with singular nouns to refer to a choice of two. Use *either of* with plural nouns:
You can have **either** an apple or an orange. You can have **either of** the cakes.
- The negative of *either* is *neither*. Use *neither of* with plural nouns:
Ahmed likes **neither** football nor tennis. **Neither of** his brothers like/likes sport.

so / such ... that; enough / too ... to

- Use *so / such ... that* to emphasise the result of an action or event.
- Use *so* before an adjective (without a noun) or an adverb:
I was **so hungry** that I ate two sandwiches.
Ahmed's brother talks **so quickly** that I can't understand him.
- *Such* means the same as *so* but always comes before an adjective with a noun:
This is **such a big book** that it will take me weeks to finish it.
It was **such a difficult test** that not many people passed.
- Use adjective + *enough* + infinitive with *to* or *enough* + noun + infinitive with *to* to mean *as much or as many as necessary*:
That coin is **old enough to be** in a museum.
There are **enough chairs** for everyone **to sit down**.
- Use *too* + adjective or adverb + infinitive with *to* to mean *more than is wanted or necessary*:
The mountain is **too dangerous to climb**.
He speaks **too quietly to hear**.

Units 7-9

Passive forms

Present simple passive (*am / is / are* + past participle)

- Use this to emphasise a particular word or idea, often the main subject of the sentence:
Food **is brought** to the hospital every day. (The important thing is food, not the person who brought it.)
- Use this when the person who does the action is not important or is unknown:
The road **is closed** on Fridays. (It is not important to know who closes it.)
- We can say who or what does the action of a passive verb by adding *by* + the agent: *Trees are sometimes blown down **by** the wind.*

Present continuous passive (*am / is / are* + *being* + past participle)

- Use this to talk about events happening now or around now:
The children **are being taught** in classroom 1.

Future simple passive (*will / won't* + *be* + past participle)

- Use this to predict an action or event in the future:
In the future, petrol **won't be used** as much as it is today.

Passive infinitive (*be* + past participle)

- Use this to make the passive of modal verbs and the future with *be going to*:
These toys **must be taken** back to the shop. They are broken.
That book **is going to be read** by a lot of children.

Past simple passive (*was / were* + past participle)

- Use this to talk about completed events in the past: *This bridge **was built** in 2012.*

Past continuous passive (*was / were* + *being* + past participle)

- Use this to talk about actions that were in progress at a time in the past, or which were interrupted by an event in the past:
The room **was being painted** yesterday morning.
The television **was being repaired** when my uncle came home last night.

NOTE:

Intransitive verbs
(those without an
object) cannot be used
in the passive form:
*Heat **comes** from the sun.*
*The old house **collapsed**
last night.*

Present perfect passive (has / have + been + past participle)

- Use this to talk about unspecified events or experiences in the past, often with a link to the present:
The museum **has been visited** by thousands of people.
This car **hasn't been washed** yet.

Past perfect passive (had + been + past participle)

- Use this to talk about the earlier of two actions in the past:
The room **had been tidied** before we arrived at the hotel.

Active causative: have and get

- If someone makes or persuades someone to do something, we can use *have* + object + infinitive without *to*. *Get* + object + infinitive with *to* means the same, but is less formal:
The teacher **had** Kamal **do** the test again.
I'll **get** the children **to tidy** their bedrooms.

Passive causative: have and get

- We can use the passive causative *get / has / have* + object + past participle to say that someone else did something for us. It can be used in any tense:
We **will get** our car **repaired** at the mechanic's.
They **are having** their house **painted**.
The farmer **gets** his horses **checked** by the vet every year.

Units 10-12

Reported statements

- When direct speech is reported, we usually change verb tenses and pronouns:
"It's a busy day," he said. → He said **it was** a busy day.
"I **won't** see you until I've finished," she said. → She said **she wouldn't** see me until **she'd** finished.
"I'm **taking my** brother to the airport," he said. → He said **he was taking his** brother to the airport.
- We usually make changes to time and place words and phrases:
tomorrow → the next / following day
yesterday → the day before / the previous day
this year / month → that year / month
now → then / at that time
ten minutes ago → ten minutes before / earlier
here → there
- We can use different reporting verbs. *That* is often used between the reporting verb and the statement:
He explained / promised / admitted / said (that) he didn't know the answer.
- We do not change past perfect tenses, past modal verbs or reports of facts:
"I **had not been** there before." → Ali told us that he **had not been** there before.
"We **had to run** to catch the train." → They said that they **had to run** to catch the train.
"London **is** the capital of Britain." → He explained that London **is** the capital of Britain.

Reported questions

- We can report questions with reporting verbs such as *ask*, *inquire*, *wonder* and *want to know*.

Wh- questions

- In reported questions, we change the verb tenses and pronouns in the same way as reported statements. We also use the word order of a statement and do not use question marks:
"What **have you been watching**?" she asked him. → She asked him **what he had been watching**.
"Why **do you want to work abroad next year**?" she asked me. → She asked me **why I wanted to work abroad the following year**.

Yes / No questions

- Use *if / whether* to report Yes / No questions.
*"Do your parents **know** you're here?" he asked me. → He asked me **whether / if** my parents **knew** I **was** there.*
*"Do you **have** a pen?" she asked her. → She asked her **whether / if** she **had** a pen.*
- *Shall* is reported with *should*:
*"**Shall** we speak English?" she said. → She wondered **whether / if** we **should** speak English.*

Reported imperatives, suggestions and advice

- We usually report orders, suggestions and advice with reporting verb + object + (not) infinitive with *to*.
- Verbs which are followed by object + *to* + infinitive:

advise ask encourage expect help instruct invite order teach tell want warn

Ali **advised his son to work** harder.
 The policeman **instructed the people not to drive** so fast.
 The teacher **wants us to keep** quiet.

- *Suggest / Recommend* are followed by verb + *-ing* or *that* + subject + infinitive without *to*:
*"Let's go early." → I **suggested leaving / that we go** early.*
*"You should read this book!" → She **recommended reading / that I read** that book.*

Units 13-15**-ing forms or the infinitive**

- Verbs which are followed by the *-ing* form:
admit / deny: Karim **admitted / denied borrowing** my pen without asking me.
avoid: The driver of the car **avoided hitting** the motorbike.
dislike / enjoy: He **dislikes / enjoys sleeping** during the day.
finish: They're going home as soon as they've **finished working**.
practise: Samir and his brother **practise playing** tennis every day.
suggest: My friend **suggested going** for a picnic on the beach.
- Verbs which are followed by *to* + infinitive:
agree / arrange / decide: Everyone **agreed / arranged / decided to meet** at the airport.
expect / hope: I **expect / hope to finish** my homework later this evening.
learn: I **learned to swim** when I was three years old.
offer / promise: She **offered / promised to help** her mother prepare lunch.
plan / want: What do you **plan / want to do** in the summer?
- Verbs which can be followed by *to* + infinitive or the *-ing* form (with no difference in meaning):
hate / like / love / prefer: I **hate / like / love / prefer to do / doing** exercise every day.
start: It has **started to rain / raining**.
- Verbs which can be followed by *to* + infinitive or the *-ing* form (with a difference in meaning):
stop: Leila **stopped listening** to the radio. (She was listening to the radio, but then stopped.)
 Leila **stopped to listen** to the radio. (She stopped doing something so that she could listen to the radio.)
remember: I **remember phoning** my mother. (I have a memory of doing this.)
 I **remembered to phone** my mother. (I did not forget to phone my mother.)
regret: I **regret arriving** late. (I am sorry because I arrived late.)
 He **regrets to say** that he can't go. (He is sorry to tell you that he can't go.)
forget: I'll never **forget seeing** my baby sister for the first time. (I remember seeing her very well.)
 I **forgot to bring** my book. I'm sorry. (I should have brought my book but I forgot.)

NOTE:

When *to* is part of an expression, it is often followed by the *-ing* form:
 I look forward to seeing you.

Modal verbs of necessity, prohibition and lack of necessity

have to + infinitive

- We usually use *have to* to talk about a situation where we have no choice:
You **have to wear** a helmet if you're going to go on the motorbike.

must (not) + infinitive

- We use *must* to talk about strong feelings of obligation, for strong advice, to say that something is important and for warm invitations:
I **must buy** my mother a present for her birthday.
You **must clean** your teeth before you go to bed.
Tarek **must be** quick or he will be late.
You **must visit** me at the weekend!
- We use *mustn't* to talk about strong feelings of obligation and to express prohibition:
I **mustn't forget** to post that letter.
You **mustn't touch** the objects in the museum.

had to + infinitive

- The past form of *have / has to* and *must* is *had to*:
We **had to** take the bus to school because my father's car was not working.

don't / doesn't have to go / needn't + infinitive

- We use *don't / doesn't have to* or *needn't* to express lack of necessity:
You **don't have to go / needn't go** to school today, it's a holiday.

didn't have to + infinitive

- We use *didn't have to* to mean that we did not do something in the past because it was not necessary:
I **didn't have to help** Ali with his homework because he had already finished it.

needn't have + past participle

- We use *needn't have* to say that we did something in the past although it was not necessary:
Lina **needn't have brought** any rice because we already have a lot.

Modal verbs of deduction, advice and regret

must / can't + infinitive

- We can use *must* when we have a good reason for thinking that something is true:
It **must be** cold. They're wearing coats.
- The negative form is *can't*: He **can't be** Tamer's grandfather. He's too young.

must / can't have + past participle

- The past form is *must have* + past participle (affirmative) or *can't have* + past participle (negative):
My father **must have taken** the bus to work. His car is in the garage.
You **can't have finished** that book already. You only bought it this morning!

might (not) + infinitive

- We use *might (not)* when we are not sure about something:
I **might not visit** my friend this evening, I **might stay** at home.

might (not) have + past participle

- The past form is *might not have* + past participle: Ali looks sad. He **might not have passed** the test.

should (not) / ought (not) to + infinitive

- We use *should (not)* or *ought (not) to* to give advice:
You **should not be / ought not to be** late for your lesson.

should (not) have / ought (not) to have + past participle

- We use *should (not) have* or *ought (not) to have* + past participle to express blame or regret about something that happened in the past:
I **shouldn't have arrived / ought not to have arrived** late.
I **shouldn't have been / ought not to have been** angry with you. I'm sorry.

Units 16-18

Conditional forms

Zero conditional: *If* + present simple + present simple

- Use the zero conditional to refer to things which are generally true. The word *if* means the same as *when*:
*If / When you **heat** ice, it **melts**.*

First conditional: *If* + present simple + *will* + infinitive

- Use the first conditional to refer to future possibilities:
*If she **works** hard, she **will pass** the test.*

Second conditional: *If* + past simple + *would* + infinitive

- Use the second conditional for things that are possible but unlikely in the future:
*I **would watch** the football match if they **showed** it on television.* (I do not think they will show it.)
- We also use the second conditional for things which are unreal or impossible in the present:
*If I **were** you, I'd **listen** to the weather forecast before going for a picnic.* (I am not you.)

Third conditional: *If* + past perfect + *would have* + past participle

- Use the third conditional for an imagined action in the past:
*If he **had been** taller, he **would have been** a basketball player.* (But he was not taller.)

NOTE:

In conditional sentences, the if-clause can be the first or second part of the sentence. If the if-clause is first, it is followed by a comma.

Sentences with *wish****wish* + past simple**

- Use *wish* + past simple to talk about wishes or regrets about the present:
*I **wish** I **knew** where my keys were.* (I do not know where my keys are.)

***wish* + past perfect**

- Use *wish* + past perfect to talk about wishes or regrets about the past:
*I **wish** I **had read** the question more carefully in yesterday's exam.* (I did not read the question carefully.)

***wish* + *would* / *could* + infinitive**

- Use *wish* + *would* to talk about future wishes, usually when you are sad or angry. Use *wish* + *could* with *I* / *we*:
*I wish my brothers **would stop** arguing.*
*I wish I **could be** an engineer when I grow up.*

Alternatives to using *if*

- As long as* can mean the same as *if*. In formal English, we can also use *provided that* / *on condition that*:
*You can go to the park **as long as** you're home by six o'clock.*
*The factory will continue to make the toy **provided that / on condition that** they sell enough of them.*
- In informal English, we can also use *supposing* / *imagine (that)* to talk about imaginary conditions might have happened:
***Supposing / Imagine** you missed the bus to school, what would you do?*
- We can use *unless* + sentence / *without* + -ing to mean *if ... not*:
*Karim won't come to school **unless** he feels better.*
*My grandmother never visits me **without bringing** a present!*
- On signs, we often see *in (the) case of*, which means *if there is*:
*Open the door **in case of** an emergency.*

NOTE:

"As long as, provided that, on condition that" cannot be used in the third conditional, as they refer to present and future conditions only.

Irregular verbs

am / is	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt / burned	burnt / burned
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt / dreamed	dreamt / dreamed
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have / has	had	had
hear	heard	heard
hide	hid	hidden
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead (to)	led	led
learn	learnt / learned	learnt / learned
leave	left	left
lend	lent	lent
lie	lay	lain

light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewn
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelt / smelled	smelt / smelled
speak	spoke	spoken
spell	spelt / spelled	spelt / spelled
spend	spent	spent
spill	spilt / spilled	spilt / spilled
spin	spun	spun
split	split	split
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

Pronunciation

CONSONANTS

<i>Symbol</i>	<i>Key Word</i>
p	pack
b	back
t	tie
d	die
k	class
g	glass
tʃ	church
dʒ	judge
f	few
v	view
θ	throw
ð	though
s	soon
z	zoo
ʃ	shoe
ʒ	measure
m	sum
n	sun
ŋ	sung
h	hot
l	lot
r	rod
j	yet
w	wet

VOWELS

<i>Symbol</i>	<i>Key Word</i>
e	bed
æ	bad
i:	sheep
ɪ	ship
ɑ:	calm
ɒ	pot (BrE)
ɒ:	dog (AmE)
ɔ:	caught, horse
ʊ	put
u:	boot
ʌ	cut
ɜ:	bird
ə	better
eɪ	make
əʊ	boat
oʊ	note (AmE)
aɪ	bite
aʊ	now
ɔɪ	boy
ɪə	here
eə	hair
ʊə	poor
eɪə	player
əʊə	lower
ɔɪə	employer
aɪə	tire
aʊə	flower

